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A Follow-up Study of Guidance and Counseling Graduates from South Dakota State University 1957-1966

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A FOLLOW-UP STUDY OF GUIDANCE AND COUNSELING GRADUATES
FROM SOUTH DAKOTA STATE UNIVERSITY FROM

1957 - 1966

BY

TERRY GRANT NELSON

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in Guidance
and Counseling, South Dakota
State University

1967

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A FOLLOW-UP STUDY OF GUIDANCE AND COUNSELING GRADUATES

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1956-1966

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Head, Education Department

Date

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TGN

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CHAPTER I

INTRODUCTION

To understand more fully the reasons for this Follow-up Study of Guidance and Counseling Graduates from South Dakota State University from 1957 to 1966, one must start by looking at the history and development of the Guidance and Counseling program.

The first guidance course offered at South Dakota State University was in 1928. The course was Vocational Guidance and it dealt with the need for vocational guidance, duties of vocational counselors, methods of collection, preparing, and using occupational information for counseling, and vocational guidance in the small high school. This course was taught at the undergraduate level.

The first real emphasis placed on guidance and counseling at South Dakota State University was in the summer of 1945. A three-day workshop was set up for guidance workers and teachers. Topics discussed at the three day workshop were:

- (1) The Role of School Personnel in a Guidance Program
- (2) Job Analysis of Counselor
 - a. kind of person he should be and
 - b. his relationship to other teachers
- (3) Individual Schools and Their Guidance Service Programs.

Committees were set up to investigate

- a. Occupational information
- b. Counseling
- c. Tests and Testing Procedures
- d. Organization and Administration of Guidance Services
- e. Individual Inventory and Veteran's Problems

Early workshops did not offer college credit. Eventually the workshop was expanded to three full weeks and three credits were given. The workshop each summer was administered by Student Personnel until 1954. The person in charge of the summer workshop devoted half time to Student Personnel and one-half time to the Education Department. In addition to his counseling duties this instructor taught psychology and guidance which was a part of the curriculum offered by the Education Department. The Education Department took charge of the administration of the workshop in 1954.

In 1957 the first solid program in Guidance and Counseling was introduced. Dr. E. L. Whitmore, advisor to this study, came to South Dakota State University that year and the Guidance and Counseling Program was put under his direction. Before this time there were few graduate courses offered in Guidance and Counseling. The reason for increased emphasis in this area was: (1) a need for teachers trained in this area and (2) an increase in certification requirements.

In 1957 the Master of Education Degree was offered with a major in Education. The graduate student had a choice of two curriculums--Administration or Guidance and Counseling or a combination of the two. In the same year the summer workshop was shortened from three weeks to two weeks. Two college credits were given for the workshop.

In 1966 another full-time professor was added to the Guidance and Counseling Department. Before this time professors were shared with the Psychology Department.. In 1966 the Guidance and Counseling

major and the Administration Major were offered. Graduate students then had a choice of a Master of Education degree or a Master of Science Degree. The Guidance and Counseling Department is in the process of continual growth.

Justification of the Study

To adequately prepare students for careers in a dynamically evolving academic and business world, it is the responsibility of every educational institution to be aware of the changing needs which its graduates must be prepared to fulfill. An institution in order to achieve this goal, must subject the contents of its program to periodic evaluation by those who are best prepared to compare the needs of the profession with their academic preparation - the graduates.

Guidance and Counseling must accept its vital role in society. In order to accomplish this task, a sound and complete counselor preparation program is essential. One of the most neglected parts of many programs relates to graduate follow-up. Without this final step it is difficult for an institution to determine the effectiveness of its counselor education program.

Froehlich lists three uses of the follow-up:

1. Using the results for curriculum revision.
2. Presenting information that is meaningful to the students.
3. Identifying those in need of further service.¹

¹Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), pp. 324-329.

The Master's degree program in guidance and counseling has as its objective the preparation of professional counselors. The ultimate test of a competent professional counselor is the behavior of the counselor on the job.

Counselors are striving for professionalism. By definition, a profession is a service. A professional worker is required to have a certain knowledge, and he is expected to possess certain skills, but very important also is the fact that he is designated by society as the person responsible for performing certain serviceable acts.

Counselor education institutions should make certain that the problems of professionalism and the problems facing counselors in the field are not the result of inadequate preparation. An adequate preparation is necessary for developing leadership in counseling. A follow-up study is a measure of the degree of preparation of graduates.

Statement of the Problem

The objectives of this study are to:

1. Obtain an evaluation of the Guidance and Counseling program at South Dakota State University.
2. Compile information about former graduates in order to provide a more effective and realistic program for students presently enrolled.
3. Determine whether the Guidance and Counseling Department at South Dakota State University can be of further service to former graduates.

Limitation of Study

This study was limited to guidance and counseling graduates at South Dakota State University from 1957 to 1966. To be eligible for inclusion in the study, the graduates must have earned a major in guidance and counseling or followed a guidance and counseling curriculum.

Significance of Study

The guidance and counseling curriculum was initiated at South Dakota State University in 1956. This study is the first follow-up conducted of the guidance and counseling program. In conducting this study, the investigator gathered pertinent information by which he might critically evaluate the counselor preparation program at South Dakota State University. It is expected that through this study information will be obtained which will provide an evaluation of the Guidance and Counseling Department, compile information about former graduates in order to provide a more effective and realistic program for students presently enrolled, and determine whether the Guidance and Counseling Department can be of further service to former graduates.

CHAPTER II

A REVIEW OF THE LITERATURE

History

Counseling undoubtedly began as a sort of deliberation together which resulted in mutual advising. Biblical stories and other literature indicate that wise men were probably the first counselors. Although guidance of a certain type has always been in existence, it was not until the turn of the century that it changed from an unconscious system of transmittance of knowledge and culture to a "guidance movement" with conscious purpose and organization.

From 1900 to 1910, the hungry, poorly clothed, and inadequately housed segments of society were administered to by benevolent individuals and social and philanthropic groups. The work of these humanitarians resulted in various kinds of organized guidance in the form of numerous experiments, the most prominent of which were conducted in Boston during the early part of the twentieth century.

Frank Parsons started the first nationally recognized program of guidance. He was a utopian social reformer. His studies of history and economics led him to formulate the philosophy of mutualism, a gradual socialism. A statement from Some Social Ideas of Pioneers in Guidance Movement is indicative of the thinking of Frank Parsons:

"He believed in the perfectability of mankind and in the movement of society toward that perfection on earth. A fundamental concept in Parson's Counseling was the belief that the counselee had the power to analyze himself and to make wise decisions on the basis of the analysis. Parsons wanted counselors to work toward social goals as well as the individual client."¹

These ideas would have helped to bring about Parson's philosophy of mutualism.

Parson's experiment in Boston was sponsored by a wealthy philanthropist, Mrs. Quincy A. Shaw. The aim of the experiment was to develop "all round manhood" by giving systematic training of the body and brain, memory, reason, and character, according to individual differences. Assistance was given the individual by guiding him in the three following procedures:

- (1) obtaining a clear understanding of self, i.e., an understanding of abilities, aptitudes, interests, ambitions, resources and limitations;
- (2) acquiring a knowledge of certain occupations, their opportunities and their requirements;
- (3) developing the ability to reason with the information obtained so that wise decisions can be made.²

The work of Parson's was continued and promoted by Meyer Bloomfield who was instrumental in establishing the Vocational Bureau of Boston in 1909, the Public School Bureau of Boston in 1912, and in

¹Perry J. Rockwell Jr. and John W. M. Rothney, "Some Social Ideas of Pioneers in Guidance Movement," Personnel and Guidance Journal, XL (December, 1961), pp. 349-350.

²Roy DeVerl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper & Brothers, 1955), p. 11.

issuing the call for the first National Conference on Vocational Guidance in 1910. The Boston experiment was philanthropic and humanitarian.

At the same time as Parson's work in Boston, Eli W. Weaver was developing the guidance movement in Brooklyn, New York. Weaver was working in the Boy's High School of Brooklyn. He recommended that vocational advisors in the public schools should be allowed on certain occasions to attend to placement. Without additional pay, many teachers were already helping students to discover their individual capacities and to plan their careers. In some cases, provision was made for employer contacts, for placement, and for employment supervision. This was one of the first recorded examples of recommendations for a special guidance worker with additional pay for his services.

Jesse B. Davis was an advocate of the social gospel, an attempt to bring the Church closer to the people. The social gospel supported many of the reforms of the day. Davis used the "call" concept as in the ministry. The following is a part of what Davis believed:

"When an individual was 'called' to a vocation he would approach it with the noblest and highest ideals which would serve society best by uplifting humanity."³

Davis's ideas placed much emphasis on the development of the individual. He believed in the holistic concept of guidance. When he was appointed

³Perry J. Rockwell Jr. and John W. M. Rothney, "Some Social Ideas of Pioneers in Guidance Movement," Personnel and Guidance Journal, XL (December, 1961), p. 350.

director of vocational guidance for the city of Grand Rapids, he established a vocational bureau. Davis thought regular curriculum subjects should include personality, culture, and character development as well as vocational guidance. The guidance program included educational, civic, and social guidance areas and emphasized the development of moral responsibilities in relations with business associates and the community in general.

Guidance and counseling today is an inter-disciplinary product and can be more readily understood if we look at three or four strongly organized attempts to improve the social, economic, and political conditions of the early twentieth century. Let us first consider the mental hygiene movement.

Clifford W. Beers in 1908 wrote a book A Mind That Found Itself. He tells of three years he lived in a mental institution. As a direct result of this book the National Committee for Mental Hygiene was founded in 1909. The mental hygiene movement set out to educate the public to the causes, prevention, and adequate treatment of abnormal mental conditions.

Closely related to the mental hygiene movement was the birth of a Child Guidance Clinic. The Chicago Juvenile Psychopathic Institute, founded by Dr. William Healy in 1909 under the sponsorship of Mrs. W. J. Demmer, was the first pioneer child guidance clinic. The objectives of these clinics were:

- (1) to help the children adjust to their immediate environment and
- (2) to help develop children to their full capacity for well balanced maturity.

Out of this child guidance movement grew an interest in school retardation, truancy, and delinquency.

With the educational guidance movement came the interest in tests, educational surveys, and individualized instruction. Goddard in 1911, introduced the Binet test of intelligence into the United States. This is still one of the tests in general use. The school readily accepted the challenge to study the child by measuring his achievements, his capacity, and other personality traits.

In the middle and late 1930's guidance was dominated by economists, who were interested in economic problems of unemployment, placement, occupational trends and vocational inability. This "personnel movement" developed because of the invention of industrialism, occupational specialization, distribution and consumption of goods, and the resulting increase of leisure time activities of workers. Increase in quality and production has been made possible by granting more attention to the happiness and welfare of employees. Guidance is given as an aid to the employee to help him become more effective in the enterprise in which he is engaged. Personnel work consists of the proper selection of workers and placement of them in the type of work in which each can be most effective.

The federal government also provided impetus to the guidance movement during the thirties. Through the establishment of the National Youth Administration and the Civilian Conservation Corps, direct service was provided to youth in the form of employment and income. In addition to the aid provided, these organizations focused attention on problems of youth. In 1933, the Employment Service was established to help reduce the number of unemployed adults and later to serve as a clearing house for information about jobs by providing assistance in job placement. This organization continues to have tremendous impact on the guidance movement through its placement activities and through the development of the counselor-tools such as the Dictionary of Occupational Titles and the General Aptitude Test Battery.

World War II helped to bring about two important developments to the guidance and counseling movement. First, was the development of aptitude testing. There was wide scale testing in all branches of the armed services to aid in selecting personnel for specialized jobs and for training programs. The second development was an outgrowth of the necessity to help several million servicemen make the transition from the armed forces to civilian status. Veteran's counseling centers on over four hundred college campuses, as well as in major population centers stimulated the trend toward greater professionalization of the guidance movement.

Before the 1940's the efforts of persons active in the guidance field were concerned with the development of technology for counselors. Williamson set up a formalized system of counseling procedures which was as follows:

- (1) analysis, the process of collecting data in order to obtain an understanding of the student
- (2) synthesis, the process through which the data obtained in analysis are organized to reveal the student asset and liabilities
- (3) diagnosis, the clinician's conclusions concerning causes of problems
- (4) prognosis, a statement of implications of the diagnosis
- (5) counseling, steps taken by the counselor and counselee to make adjustment; and
- (6) follow-up, efforts by the clinician to assist the student or counselee to solve new problems or recurring old problems and to evaluate the effectiveness of his services.⁴ 10

Carl Rogers, developed the "non-directive" or "client centered" school of thought in the late 1930's and early 1940's. Rogers believed that the individual has power to solve his own problems, if a warm, understanding, and nonjudgmental environment exists in which his personal resources can be nurtured. Roger's theory was in direct contrast to Williamson's directive type of counseling.

The advancing technology in our society in the 1950's saw a manpower shortage and waste of human potential because of inadequate educational preparation. The population in the United States was increasing in an unusual way. There was a great increase in the number of persons in the country but no proportionate increase in the number of workers in their productive years. Due to the relatively

⁴Lawrence H. Stewart and Charles F. Wamath, The Counselor and the Society, Boston: Houghton and Mifflin Company, 1965, p. 10.

low birth rate prior to World War II, the number of persons in the age range from 20 to 40 was quite small compared to the very large number of younger individuals and to the increasingly large number of older persons. Thus there was larger population and greater demands for production and services, and at the same time no proportionate increase in the number of persons who were to make these products and services available. With the launching of Sputnik by the Russians in 1957, the concern over critical manpower shortages, particularly in the sciences, was greatly increased. The possible role of the school counselors in helping alleviate these critical shortages was recognized by the federal government through the passage of the National Defense Education Act of 1958.

The National Defense Education Act, effected by Congress September 2, 1958, has provided one of the most beneficial stimuli to the furthering of the entire guidance movement.

Henry Weitz, Director of the Bureau of Testing and Guidance, Duke University, had this to say:

"Through the National Defense Education Act of 1958, the Federal Government hopes to stimulate more effective guidance of your nation's youth."⁵ 11

The National Defense Education Act, Public Law 85-864, Title V-B enabled the United States Commissioner of Education to contract with institutions of higher education for the operation of short-time or regular session institutes for the provision of training

⁵Henry Weitz, "Creating A Climate For Accepting Guidance Services," Personnel and Guidance Journal, XXXVIII (November 1959), p. 140.

38:140, November, 1959.

to improve the qualifications of personnel engaged in the counseling of students in secondary schools or teachers in such schools preparing to engage in such guidance and counseling.

The National Defense Education Act in 1958 did much for the guidance and counseling profession. Johnson sums up one of the basic reasons for this act.

"Guidance workers have gained much of their recent recognition as capable professionals from the assumption on the part of the public in general and the Congress in particular that we are competent to identify the gifted and the talented, that we can capably assess each individual in order to help him become all he is capable of becoming."⁶

Today there is an expanding use of counseling in the professions, business, industry, religion, and education. The counselor has a continuing responsibility to the individual and society.

The 1970's should hold much for the counselor. Secretary of Labor, W. Willard Wirtz, points out that the social sciences will be one of the most important fields in the 1970's. The social fields will need anthropologists, social workers, sociologists, recreation workers, psychologists, school rehabilitation and vocational counselors.

⁶Walter F. Johnson Jr., "Our Impact On Tomorrow," Personnel and Guidance Journal, XXXVIII (September, 1959), pp. 120-121.

The Professional Counselor

The field of counseling as a profession is new; research and theory in the area have but a short history. Yet the present demands for the services are great and the future of the field is good. The growth of the field depends, however, on the development of the individual counselor. Even the best-educated and the best-oriented counselor should seek to assess his competency, to improve his effectiveness, and to add to the field.

The professional counselor is a trained individual. He understands that effective counseling consists of the application of the scientific method to the solution of personal human problems. He faces with his kindly attitude, the objectivity and suspended judgment of the scientist. The counselor searches for evidence to substantiate whatever hypothesis he is forming about his client, and he alters his tentative conclusions under the stress of new observations. Understanding, rather than advice and action is his activity.

To function at a high level of responsibility, this rational counselor must be educated in the theory of personality. He will be acquainted with the reality of individual differences, and be highly inquisitive as to the emotional status of the person he is counseling.

The well-trained counselor is also concerned about factors-physical, temperamental, and experimental which combine to produce the individual's traits and behavior.

An effective counselor should possess both personal warmth and knowledge. This is no reason that with proper training, theoretical background, and experience this cannot be achieved. What may be needed to achieve such a goal is initial supervision or a technical internship. Counselors will need practice in fusing social skills and technical training.

A rational approach to counseling then places a great emphasis on the needs and emotional status of the client. The counselor predicates all his activities on what he infers that status to be. In view of the clients maturity and emotional balance the counselor may be directive or non-directive. He may try to prevent certain conditions from arising, or he may correct an existing condition. He may put an emphasis upon immediate relief of palliation, or direct his attention to a long-term attempt at enabling the individual to achieve a reorganization of his personality. He may, on the other hand, see that the client requires treatment that is beyond his training and may seek consultation or make a referral to some specialist. So far as he uses various methods he is eclectic, and whatever the counselor does, it is not based upon his own feelings and attitudes. The counseling process is not to satisfy him directly. It is client-centered.

The guidance and counseling profession is just starting down a path that will require many decades of struggling if it is to develop, apply, and maintain standards both in preparation and in practice which will move it toward higher standards of professionalism.

Counselors must be persistently aggressive in attaining professional standards and wisely patient in the face of overwhelming evidence from the histories of other professions that our progress will not be smooth nor rapid.

Related Studies

Unfortunately research in the areas of counselor selection and training have not kept pace with the growth in the field. A perusal of the available literature shows a dearth of research studies directly concerned with the appraisal of counselor training programs.

Romitti's Study

Romitti conducted a follow-up study (1) to determine the nature of the jobs held by 1950-1961 Drake University Master of Science in Education Graduates with majors in guidance who were employed in public schools; (2) to determine specifically the details of each subject's job; (3) to find the percentage of time devoted to various aspects of the job; (4) to obtain the opinions of the graduates concerning the relevancy of their Graduate Guidance Program as preparation for their current jobs; and (5) to recommend changes in this program, if indicated by the results of the study.

A questionnaire was developed and sent out to all 1950-1961 Drake University Master of Science in Education Graduates with majors in guidance. Addresses of the graduates were obtained from the Drake Alumni Office.

One hundred and forty-five questionnaires were sent out and seventy-four per cent of the graduates responded. Some of the important findings to this study were:

- (1) Most of the 1950-1961 Drake Master of Science Guidance Graduates were not employed in the counseling profession.
- (2) Most graduates thought the occupational and educational program was the best covered area of preparation.
- (3) Many graduates felt that Drake needed a practicum in the area of counseling.
- (4) Almost half of the respondents stated that the Drake program needed improvement in the area of preparation for group guidance activities.

It was recommended that a supervised counseling practicum be added to the Drake Master of Science Guidance Program. A course in statistics should be required and individual mental testing should be offered.

Plummer's Study

Sallie Kathryn Plummer conducted a follow-up in 1963 to ascertain what had most impressed the two hundred and eight counselor-enrollees who attended NDEA Counseling and Guidance Institutes at Atlanta University. One hundred and forty-seven counselor-enrollees returned the follow-up, which is a seventy per cent response. The major purpose of this study was to ascertain the professional status of the counselor-enrollees to determine to what extent Institute attendance helped them adjust to their present positions.

The modal graduate of the counselor-training program at Atlanta University from 1959-1962 is a male 37 years of age, married and living in his home state of Georgia. He is a full-time counselor with a modal salary of \$4500.00 before and after the institute. For post institute attendance he chose North Carolina College at Durham. He is engaged in further study beyond his master's program. His professional organizations are the American Personnel and Guidance Association and the National Educational Association. He is a member of the teacher's state and local organizations.

Looking back, the graduate would rate his training at Atlanta as excellent. The courses of most value to him were Counseling Theory, Statistics, and Psychological Testing. The courses of least value were Occupational Information, Administration of Guidance Services, and Counseling Internship.

To strengthen the present program, the graduate suggested that the course, Individual Mental Testing become a part of the Institute's curriculum. He recommended that the internship be at least one day per week.

Pigott's Study

Pigott completed a survey of the personnel and guidance graduates who received the Master's of Education degree at Boston University during 1954-1956. Pigott made this study in order to determine the effectiveness of their training, to rate implications, from the findings, for curriculum revision.

Pigott sent out a questionnaire and received only a 59.9 per cent response. He contributed the undesirable results or the meagre response to poor timing. The questionnaire was mailed in the latter part of the school year.

The graduates undergraduate degrees were mainly in the fields of psychology, history, English and elementary education. Thirty-three per cent of the graduates had entered some form of training since receiving the masters in personnel and guidance. The two main choices were (1) training programs leading to doctorate degrees (21.2 per cent), (2) and summer workshops (21.2 per cent).

The four main occupations (from higher to lower) of the former graduates were (1) teacher (2) guidance counselor (3) teacher-counselor and (4) director of guidance. The salary range for present jobs ranged from a low of \$3750 to a high of \$7400. The greatest number of graduates in the field were paid between \$5250 and \$5500.

The graduates ranked: Psychological Tests in Guidance, Counseling Methods and Case Studies of Guidance, courses of most value. Courses of least value were Personnel Services of Residence Halls, Health Guidance in Schools and Speech Correction Methods. The graduates recommended that Group Therapy, Psychology and Measurements, and Seminar in Human Relations be added to improve the curriculum.

Graduate Preparation

The story of counselor education is a saga of change. Partial preparation for part-time counselors is no longer acceptable;

counselor preparation is no longer looked upon as the sole responsibility of a single counselor-education department or division; increased emphasis is being placed upon the counselor as a person; recognition is being given to the place the behavioral and social sciences have in counselor education; and the integration of theory and practice with many experiences.

Gilbert Wrenn in a report on March 29, 1961, at the Denver meeting of the American Personnel and Guidance Association, called for a minimal two year graduate program for counselors which would include: (a) One major core in psychology, including developmental and child psychology; (b) A second major core in the study of societal forces and culture changes involving the graduate areas of sociology, anthropology, economics, and international relations. This could be based upon undergraduate preparation in any of the natural sciences, social sciences, or humanities; (c) Supervised experience in both individual counseling and planned group situations to the extent of not less than one-fourth of the total graduate program; (d) Provision for the essential applied or technique courses in counseling, measurement, educational and occupational information, etc., to the extent of not more than one-fourth of the total graduate program; (e) Elementary research methods including an understanding of electronic computer use; (f) An understanding of the basic educational philosophies and school curriculum patterns; (g) Introduction to the problems of ethical relationships and legal responsibilities in counseling.

High quality counselor training is a must if the graduate is to meet the qualifications of the job. Zeron and Riccio have set up qualifications for school counselors.

"The school counselor must have a minimum of two years of graduate education with concentrations in (a) behavioral and social sciences, biological sciences, humanities; (b) processes of education; (c) professional studies in counseling; (d) supervised practice in counseling."⁷

The final goal of a graduate training program is to develop the student's personality in order that he will become an effective counselor. The Committee on Professional Preparation and Standards of the American Personal and Guidance Association believes the following six qualities are especially important components in the personality of an effective counselor. The educated counselor has derived qualities such as these from his experience, and has incorporated them into his personality:

1. BELIEF IN EACH INDIVIDUAL. The counselor believes in the worth inherent in each individual, in his capacity for growth and change, and in his ability to cope with life situations. He has confidence in the individual's capacity to establish appropriate values and goals. He believes that under favorable conditions each individual can develop in directions beneficial to himself and to society.

2. COMMITMENT TO INDIVIDUAL HUMAN VIEWS. The counselor has a primary concern for the individual as a person whose feelings, values, goals, and success are important. The counselor respects and appreciates

⁷Franklin R. Zeron and Anthony C. Riccio, Organization and Administration of Guidance Service (Chicago: Rand McNally & Company, 1962), p. 270.

individuality, including the right and need of those whom he counsels to find their own goals, and to find ways to achieve these goals. He is concerned with facilitating this process in a manner that is helpful to the individual and to society.

3. ALERTNESS TO THE WORLD. The counselor is interested in the world. He is interested in understanding man, the forces which affect his goals, and his progress in achieving these goals. He is a person for whom the strivings, the achievements, and the creations of mankind have meaning and add richness to life.

4. OPEN-MINDNESS. The counselor has respect for a wide range of interests, attitudes, and beliefs. He has the curiosity to investigate the unusual and is receptive to new ideas, achievements, and research findings.

5. UNDERSTANDING OF SELF. The counselor has an understanding of himself and the ways in which his personal values, feelings, and needs can affect his work. He is able to handle these aspects of his own life in ways that do not have an adverse effect upon his counseling work. He has a recognition of his own limitations and is able to make judgments as to when his limitations require referral to others better able to assist the counselee.

6. PROFESSIONAL COMMITMENT. The counselor feels a commitment to counseling as a profession and as a means of assisting individuals in the development of their potentialities. He has an appreciation of his responsibility to his counselees and to society, and insists on sound practices to fulfill this responsibility. He has sufficient personal integrity and professional competence to enable him to cope with pressures inconsistent with a respect for the individual in a democratic society."⁸

⁸A Report of the Committee on Professional Standards (1963), Personnel and Guidance Journal, XLI (January, 1963), pp. 480-485.

The American School Counselor Association presented a policy report dealing with Professional Preparation of school counselors to the American Personnel and Guidance Association National Convention in 1964. Criteria for profession preparation of a school counselor brought out in this policy report are listed below:

1. School counselor education is graduate education and should result in the counselor receiving as a minimum (a) a master's degree in counseling from an accredited institution, and (b) appropriate professional certification as a counselor from the state in which he is employed.

2. It is conceivable and reasonable that more than one level of certification can exist. It is conceivable and reasonable that more than one level of professional preparation and certification should exist. The two-year program of graduate study for counselors, including supervised counseling and pupil personnel services experience in a school setting, is recognized as a desirable goal.

3. School counselor certification should represent legal professional status in a state and should have as one requirement the endorsement of the counselor education program in which the counselor obtained his preparation.

4. School counselor education programs should include the following components:

- a. A core of professional study consisting of the following elements: (1) developmental and educational psychology, (2) counseling theory and procedure, (3) educational and psychological appraisal, (4) group theory and procedures, (5) the psychology and sociology of work and vocational development, (6) the functions and methodology of research, and (7) the legal and professional ethics of counseling and education.

- b. Provision for developing a background in the humanities and the social, behavioral, and biological sciences according to the particular needs and developmental status of each counselor candidate. School counselor candidates lacking a broad undergraduate background in the physical and natural sciences, the

behavioral sciences, and the humanities should correct such deficiencies in addition, rather than in lieu of, the graduate-level education referred to here.

c. Supervised experiences such as laboratory, practicum, and internship work.

d. Provision for developing a working understanding and appreciation of the school's curriculum and the psychological and sociological climate of in-school learning situations.

5. School counselor education programs should continue to develop and refine selection procedures reflecting the philosophical ideas stated earlier and be consistent with the intellectual and emotional prerequisites implied in the counselor competencies listed.

6. School counselor education programs should be systematic, yet planned individually in regard to each candidate's particular background and needs.

7. School counselor education does not terminate with the completion of a formal program, but continues throughout the career of the counselor. Therefore, counselors have a responsibility to plan, implement, and participate in in-service and other post-certification programs and study designed to maintain and promote professional competency.⁹

The Association for Counselor Education and Supervision began a cooperative program for development of counselor education standards on a national scale in 1959. This cooperative program was a grass roots study by over 1000 counselor educators, school counselors, and state supervisors in the United States. The advisor to this thesis participated in this study. The report of the Association for Counselor Education Standards appeared in 1964. Some of the outstanding features of the compiled standards, with special reference to

⁹George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crafts, 1965), p. 386.

certification, endorsement, preparation, and selection are summarized as follows:

Its main purpose is to stimulate self-evaluation and improvement of counselor education in the universities. It supports the need for two years of graduate education for the school counselor if he is to meet today's needs. The ACES standards regard counselor education as, of necessity, resting upon the foundation of a well-developed and sensible statement of philosophy and objectives. The curriculum of counselor education is seen as flexible, of high quality, planned in its sequences, and rooted in a program of research. The counselor candidate is seen as needing, in his preparation, ample opportunity for self-assessment and personal growth.

The areas of instruction for development of professional competencies are defined as including: study of the individual and his culture, study of the school, and professional studies covering nine areas. These areas include: philosophy and principles of guidance, individual appraisal, vocational development and information, counseling, statistics and research, group procedures, professional relations and ethics, coordination of services, and supervised experience. Considerable attention is given in the ACES stand-material, and qualitative conditions for practicum and laboratory training.

Selection is seen as a step in a process carrying through preparation, endorsement by the university, and placement. This is regarded as a planned program geared to the realities of school needs and to a high sense of professional responsibility. Research is regarded as necessary for the proper improvement of these selective processes.

Support for counselor education in its university is spelled out in detail. It includes leadership and organization, counselor education staff growth, budget, and facilities. A minimum staff of three in counselor education is seen as necessary.

The statement closes with an emphasis on opportunities for graduate students to grow in personal and professional ways.¹⁰

¹⁰George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crafts, 1965), p. 406.

CHAPTER III

Procedure in Research

The questionnaire is used frequently as an instrument in the field of education for learning about the traits of a selected population. The individual who undertakes serious and well considered investigations by questionnaire is typically rewarded by an acceptable proportion of sincere and well intended responses.

Factors which made the questionnaire the most feasible method for this study were:

1. Limitation of finances
2. Limitation of time
3. Geographical location of graduates
4. Large number of graduates to investigate

Crotty says that a mailed survey is a highly valuable methodological tool. He mentions problems of questionnaire construction and their resolution. A number of considerations precede the use of the mailed questionnaire for research purposes. A mail survey is especially feasible when the population to be studied is relatively wide and in a relatively equi-dispersed geographical area, and when financial resources are limited. Once the research technique is decided upon, the focus is on constructing an instrument capable of securing the data sought and on the manner of stimulating a meaningful response. In a mail survey the latter is particularly important.

An effort should be made to make the questionnaire as physically presentable as possible. Attention should be paid to spacing, to

question set construction, and to the readability and continuity of items. The color of the paper should be garnished enough that it is difficult for a person to place the questionnaire on his desk and then overlook it.

There are definite disadvantages to a mailed questionnaire's use and there is a limit to the range and variety of material that can be secured. In some circumstances, however, a mailed survey is quite appropriate. Moreover, many of the methodical problems associated with this form of an interview can be mitigated. For example, a high representative return with a good percentage of completion can be obtained provided the following can be approximated:

1. A receptive psychological climate must be created among respondents who will look to cues obtained through perusal of figures and who will be favorably impressed by an attractive format.
2. Percentage of return will be influenced by the status quo of the sponsoring institution.
3. Proper attention should be given to reducing the mechanical labor involved in answering the questionnaire.
4. If results are to be satisfactory care must be given to a question set construction which would employ clarity and simplicity in wording and extensive use of check-off questions.

In formulating a valid questionnaire the following pitfalls must be avoided:

1. The listed alternative answers may be placed in an order that encourages the respondent to reply in accordance with the researcher's wishes.
2. The results may be biased if the desired answers are placed in the most conspicuous location.
3. A mailed questionnaire may elicit partial returns, which can introduce a bias that will render the obtained data useless.

The questionnaire used in this study was developed on the principle set forth by Melvin Freed. Freed's ten principles for constructing an effective questionnaire are:

1. Be specific when formulating the objectives of the study.
2. The questionnaire should be expressive of the objectives of the study.
3. The questions should foster a logical and systematic progression toward the fulfillment of the objectives.
4. Do not include questions in the questionnaire whose answers will not be used.
5. Each question should be clearly stated.
6. Define controversial terms.
7. Do not include questions which are too restrictive or too general.
8. Observe parallelism and exclusiveness in multiple-choice questions. Whenever the respondent is requested to select the appropriate response among alternatives, it is essential that the choices be exclusive.
9. Be decisive when constructing a question, do not include modifiers that qualify the question so that it becomes useless.
10. The level of vocabulary should be at the anticipated level of respondents.¹

¹Melvin Freed, "In Quest of Better Questionnaires," Personnel and Guidance Journal, XLIII (October, 1964), pp. 187-188.

The ultimate endeavor of the researcher should be to persuade the respondent of the value of the project so that a cooperative venture will be the result. It is then that both parties enter into an educational experience.

Outline of Procedures

The methods and procedures used in this study are presented in chronological order:

1. Approval to conduct the study was secured from the Chairman of the Guidance and Counseling Program who served as advisor for the study.
2. The graduate names were obtained from the Alumni Office and the thesis advisor.
- *3. A questionnaire was constructed which received preliminary criticism and suggestions from the thesis advisor.
4. The questionnaire was presented to the Educational Research Methods class for criticism and suggestions.
5. The questionnaire was then presented to three professors:
 - (a) The head of the Education Department,
 - (b) A faculty member in the Education Department, and
 - (c) A faculty member in the Guidance and Counseling Department for their evaluation.
6. The questionnaire was then pre-tested by being sent to five former graduates in Guidance and Counseling for their comments and criticisms (for the pre-test questionnaire and accompanying letter see Appendix D and F). All five graduates returned the pre-test questionnaire.
7. The questionnaire was submitted to the thesis advisor for final approval.
8. Following the academic advisors approval the revised form copies were mailed to all graduates on January 3, 1967. The first mailing envelope contained the questionnaire (see Appendix E), the cover letter (see Appendix A), and a self-addressed stamped envelope. A total of 120 copies of the questionnaire were sent out on the first mailing. Eighty-six questionnaires or 71.7 per cent were returned following the first mailing.
9. Two weeks after the first mailing a follow-up letter (see Appendix B) was prepared and mailed to the individuals who did not reply. Thirty-four follow-up letters were mailed. Eighteen more questionnaires were returned after mailing the follow-up letter, bringing the total response to 86.7 per cent.

10. A second follow-up letter (see Appendix C) was sent out by Dr. E. L. Whitmore, Head of the Guidance and Counseling Department at South Dakota State University, on February 3, 1967. Thirteen more questionnaires were returned after the mailing of the second follow-up letter. This made a final total of 117 or 97.5 per cent of questionnaires returned.

*Minor revisions were made to the questionnaire between steps 3 through 6.

Questionnaire Response

The response represents replies from 120 questionnaires sent out to former graduates from South Dakota State University from 1957 to 1966. Analysis of the data shows that of the 120 questionnaires, 117 or 97.5 per cent replied, one or .9 per cent did not respond, and two or 1.6 per cent had incorrect addresses.

Of the 117 graduates who replied 103 or 85.8 per cent earned their Masters Degree major in Guidance and Counseling. Of the remainder, according to statistics compiled, seven or 5.8 per cent earned their Master's in Administration, one or .9 per cent in Sociology and six or 5.8 per cent did not complete their Masters programs at South Dakota State University.

TABLE I

Response to the Follow-up Questionnaire

Response	Number	Per Cent
Major in Guidance and Counseling	103	85.8
Major in Administration	7	5.8
Major in Sociology	1	.9
Did Not Complete Masters at SDSU	6	5.0
No Response	1	.9
Incorrect Address	2	1.6
Total of Questionnaires Mailed	120	100.0

The response of this study is high compared to most survey studies. This is due to a number of factors. First, the population sampled is generally considered to be a reliable conscientious group and therefore more likely to respond with enthusiasm. Second, Dr. E. L. Whitmore knows most of these graduates personally. Third, the responses seemed to indicate that the mailing date was well chosen. Fourth, inquiry cards were sent to the graduates, parents, relatives, and friends to find the correct address of graduates which could not be located on the first mailing. Fifth, the questionnaire was pre-tested for construction errors. Finally, two follow-up letters followed the first mailing.

This ten-year follow-up will be concerned only with the one hundred and three graduates whose major or course curriculum was in Guidance and Counseling. Of the respondents eighty or 77.8 per cent were male and twenty-three or 22.2 per cent were female. Statistics show fifteen or 14.6 per cent graduated in 1966, nine or 8.7 per cent in 1965, ten or 9.7 per cent in 1964, twelve or 11.6 per cent in 1963, twenty or 19.4 per cent in 1962, eleven or 10.7 per cent in 1961, thirteen or 12.6 per cent in 1960, seven or 6.8 per cent in 1959, five or 4.9 per cent in 1958, and one or 1.0 per cent in 1957.

TABLE II

Guidance and Counseling Majors Categorized
as to Sex According to
Year of Graduation

Year of Graduation	Male	Per Cent	Female	Per Cent	Total	Per Cent
1966	10	9.8	5	4.8	15	14.6
1965	6	5.8	3	2.9	9	8.7
1964	9	8.7	1	1.0	10	9.7
1963	9	8.7	3	2.9	12	11.6
1962	18	17.5	2	1.9	20	19.4
1961	8	7.8	3	2.9	11	10.7
1960	11	10.7	2	1.9	13	12.6
1959	4	3.9	3	2.9	7	6.8
1958	4	3.9	1	1.0	5	4.9
1957	1	1.0	0	0.0	1	1.0
Total	80	77.8	23	22.2	103	100.0

CHAPTER IV

ANALYSIS OF REPLIES

Introduction

This chapter will present data on "A Ten-Year Follow-Up of Guidance and Counseling Graduates at South Dakota State University from 1957 to 1966." The analysis of replies consists of four sections as follows: (1) Personal information; (2) Academic Background; (3) Occupational Information; and (4) Services rendered by the Guidance and Counseling Department

Personal Information

The graduates of South Dakota State University who returned the questionnaire are residents of thirteen different states. The majority of these, seventy-five or 72.8 per cent, live in South Dakota and Minnesota. The respective states and the number of graduates living in each state are listed in Table III.

TABLE III

Residence of Graduates
Returning Questionnaire

State	Number	Per Cent
South Dakota	48	46.6
Minnesota	27	26.2
Iowa	8	7.8
Michigan	4	3.9
Illinois	4	3.9
Wisconsin	2	1.9
Florida	2	1.9
California	2	1.9
Colorado	2	1.9
Massachusetts	1	1.0
Arizona	1	1.0
Ohio	1	1.0
Texas	<u>1</u>	<u>1.0</u>
Total	103	100.0

Of the 103 graduates responding to the questionnaire, ninety-two or 89.3 per cent are married, four or 3.9 per cent are widows, and seven or 6.8 per cent are single. A total of ninety-six or

93.2 per cent of the married or widowed graduates had at least one child. The size of the family varies from one to seven (see Table IV). The average number of children from all marriages is 2.03.

TABLE IV

Number of Children of Each Married Graduate
Included in this Study

Number of Children	Number of Graduates	Percentage
No children	10	10.4
One Child	20	20.8
Two Children	30	31.2
Three Children	20	20.8
Four Children	13	13.6
Five Children	2	2.1
Six Children	0	0.0
Seven Children	<u>1</u>	<u>1.1</u>
Total	96	100.0

Academic Background

Tables IV and V show the major and minor fields of the respondents as undergraduates. Of the 103 graduates, thirty had 2 or more majors and thirty-one had 2 or more minors. Education, History, and Physical Education were the most common majors. Science, English, and History were the most common minors.

TABLE V

Undergraduate Majors of Respondents

Major	Number
Education	16
History	15
Physical Education	13
Science	10
Business	9
Mathematics	9
English	9
Psychology	8
Economics	8
Vocational Agriculture	6
Music	6
Chemistry	4
Social Science	4
Industrial Arts	3
Speech	3
Sociology	2
Physics	2
Biology	2
Government	1
Theology	1

TABLE V--Continued

Major	Number
Printing Management	1
Child Welfare	1
Journalism	1
Wild Life	1
Horticulture	1
Electronics	1
Drama	1
Zoology	1

TABLE VI

Undergraduate Minors of Respondents

Minor	Number
Science	23
English	11
History	11
Social Studies	11
Sociology	10
Physical Education	9
Education	8
Business	5
Economics	4
Biology	4
Mathematics	3
Latin	3
French	3
Speech	3
Art	2
Industrial Arts	1
Music	1
Philosophy	1
Vetinarian Medicine	1
Religion	1
Geography	1
Agriculture	1

State University graduates who responded earned their undergraduate degrees from 32 schools (see Table VI). By far the largest number, thirty-eight or 36.7 per cent of the graduates earned their undergraduate degrees from South Dakota State University.

Table VII shows the students ages when they entered graduate work. The largest number of graduates started their graduate programs when they were 26 or 27 years of age. The youngest candidate to enter the Master's Degree Program in Guidance and Counseling at South Dakota State University was 19 years old and the oldest candidate, 56 years old.

TABLE VII

Schools Attended for Undergraduate Degrees

School	Number	Percentage
South Dakota State University	38	36.7
General Beadle	13	12.6
Augustana	4	3.9
Black Hills	3	2.9
Southern State	3	2.9
University of Minnesota	3	2.9
Huron College	2	1.9
Dakota Wesleyan	2	1.9
Yankton College	2	1.9
St. Olaf	2	1.9
Sioux Falls College	2	1.9
Mayville S. College, N. D.	2	1.9
State University of Iowa	2	1.9
Northern State	1	1.0
N. E. State U., Oklahoma	1	1.0
Western Michigan University	1	1.0
Marquette, St. Louis	1	1.0
Wisconsin State	1	1.0
Central State University	1	1.0
Ellendale S. Teachers College	1	1.0
University of South Dakota	1	1.0
Midwestern U., Texas	1	1.0
St. John's University	1	1.0
Hamline University	1	1.0
Westmar College, Iowa	1	1.0
University of Illinois	1	1.0
Valley City S. College, N. D.	1	1.0
Concordia College, Minnesota	1	1.0
University of Nebraska	1	1.0
St. Cloud State	1	1.0
Lafayette College	1	1.0
Gustavous Adolphus	1	1.0
No reply to questionnaire	<u>6</u>	<u>5.8</u>
Total	103	100.0

TABLE VIII

Ages of Candidates Entering the Master's Degree Program

Age	Number of Graduates
19	1
20	1
21	8
22	5
23	7
24	8
25	5
26	10
27	10
28	4
29	2
30	6
31	2
32	1
33	2
34	4
35	1
36	2
37	2
38	2
39	1
40	0
41	1
42	2
43	2
44	1
45	1
46	0
47	0
48	2

TABLE VIII--Continued

Age	Number of Graduates
49	3
50	2
51	2
52	0
53	1
54	0
55	0
56	1
Did not list age	<u>2</u>
Total	103

Ninety-one of the Guidance and Counseling graduates earned the Master's in Education and twelve earned the Master of Science degree. Generally, the degrees were obtained by attending summer school or attending night or Saturday classes. Table IX shows how the graduates Master's degrees were obtained.

TABLE IX
Master's Degree Programs

Summer School	78	75.7
Night School	54	43.7
Full-Time	36	34.8
Assistantship or Fellowship	7	6.7

A. Education Beyond Masters Degree

Of the 103 graduates returning the questionnaire, nineteen graduates are presently working toward the doctoral degree. The University of South Dakota, the University of Minnesota, and Ball State (Indiana), each have two State University Guidance and Counseling graduates working toward the doctoral degree. Table X shows the institution selected by graduates for doctoral study. One graduate is expected to complete his Doctor of Philosophy Degree in February 1967, but no one had completed the doctorate at the time of the study. The question regarding the completion of the doctoral degree was misinterpreted by four graduates and as a result this part of the questionnaire was considered invalid.

TABLE X

Schools Attended for Doctoral Study

Institution	Number
University of South Dakota	2
University of Minnesota	2
Ball State (Indiana)	2
University of Boston	1
University of Iowa	1
Michigan State University	1
Purdue University	1
University of North Dakota	1
Ohio State University	1
No Institution listed	9
Total	21

Two graduates hold the Specialist degree. One earned his degree from Boston University (no date listed), and the other from Michigan State University in June 1965. The graduate who earned the Specialist degree from Michigan State University is presently working toward the doctorate. Of the 103 respondents, forty-four had no work beyond the master's degree. Table XI shows the semester hours the respondents have earned beyond the master's degree. The average number of hours completed by persons doing work beyond the master's degree is twelve and one half.

TABLE XI

Semester Hours Beyond Master's Degree

Hours	Number of Graduates
65	1
64	1
60	1
36	1
35	1
33	1
32	2
30	4
25	1
20	2
16	2
15	1
12	2
11	1
10	1
9	3
8	2
7	1
6	5
3	1
Total Number of hours earned beyond Masters	739
Total Number of Graduates	59

B. Acceptance by Graduate Schools For Doctoral Program

Nineteen of the twenty-one graduates who are working or have worked toward the doctorate stated that the masters degree qualified them for admission as doctoral candidates and two said that it did not. One stated that the university to which he applied required basic courses he had not taken. Only two listed prerequisite courses which were Philosophy of Guidance and Counseling Practicum.

Table XII shows how the State University graduates rated their background preparation in Guidance and Counseling with their colleagues backgrounds in the doctoral program. Ten graduates felt their backgrounds were above average, eight average, and three fair.

TABLE XII

The Backgrounds of Guidance and Counseling Doctoral Candidates
from South Dakota State University as Compared
to the Backgrounds of Their Colleagues
in the Doctoral Program

Rank	Number	Percentage
Superior	0	00.0
Above Average	10	47.6
Average	8	38.1
Fair	3	14.3
Inferior	0	00.0
Total	21	100.0

The financing of graduate work beyond the master's degree was accomplished in a number of ways. Table XIII shows that N.D.E.A. Grants helped fifteen, fourteen paid their own way, five graduates had fellowships, and three had assistantships.

TABLE XIII

Methods of Financing Graduate Work
After Completion of Master's Degree

NDEA Grant	15
Paid Own Expenses	14
Fellowship	5
Assistantship	3
Instructor	2
G. I. Bill	1
Church Work	1
Loans	1
Wife Works	1
Mental Health Scholarships	1

Students financed their graduate work in a variety of different ways; some did not list a method for financing their education so a total number or percentage would not be meaningful.

Courses considered most beneficial by former graduates in their master's program are listed in Table XIV. Practicum was considered the most beneficial by sixty-eight graduates, Individual Mental Testing by forty-six, and Introduction to Counseling Theory by twenty-two.

The courses considered of little value for meeting job or certification requirements are shown in Table XV. Seventeen graduates listed courses they considered of little value. Educational Statistics was listed by four respondents. Four replies placed Research Methods in this category. Occupational Information was considered by four to be of little value and four included Administration of School Guidance. Other courses respondents listed in this group were: Group Testing, The Exceptional Child, Curriculum Courses, Advanced Educational Psychology, Individual Mental Testing, Social Disorganization, and Educational Philosophy.

TABLE XIV

Courses which Graduates Considered to be the most
Beneficial in the Master's Program

Course	Number of Responses
Practicum	68
Individual Mental Testing	46
Introduction To Counseling Theory	22
Abnormal Psychology	19
Group Testing	15
Statistics	13
Occupational Information	9
Psychological Courses	8
Mental Health	6
All Courses	4
Research	3
Seminars in Guidance and Counseling	3
Adolescent Psychology	3
Social Psychology	3
Tests and Measurements	3
Administrative Courses	3
Exceptional Child	3
Personality	3
Workshops	3
Administration of School Guidance Programs	2
The Family	1
Techniques	1
Total	241

TABLE XV

Courses which Graduates Considered of Little Value for Meeting
Job or Certification Requirements

Course	Number of Responses
Educational Statistics	4
Research Methods	4
Occupational Information	4
Administration of School Guidance	4
Group Testing	2
Exceptional Child	2
Curriculum Courses	1
Advanced Educational Psychology	1
Individual Mental Testing	1
Social Disorganization	1
Educational Philosophy	1
Total	25

Table XVI shows the number of courses which graduates listed as most beneficial in the Master's program. Nine graduates or 8.9 per cent listed none, twelve or 11.6 per cent listed one, twenty or 19.4 per cent listed two, fifty-nine or 57.2 per cent listed three, and three or 2.9 per cent listed four. It can be seen that the largest percentage of graduates listed two or three courses as beneficial.

TABLE XVI

Number of Courses Each Graduate Listed as Most
Beneficial in the Master's Program

Number of Beneficial Courses	Number of Graduates	Percentage
Listed None	9	8.9
Listed One	12	11.6
Listed Two	20	19.4
Listed Three	59	57.2
Listed Four	<u>3</u>	<u>2.9</u>
Total Number of Graduates	103	100.00

The number of courses listed by each graduate as of little value in meeting job or certification requirements can be seen in Table XVII. Eighty-nine or 83.4 per cent listed no courses that they thought of little value, nine or 8.9 per cent listed one, and eight or 7.7 per cent listed two. No one listed as many as three courses, which were not beneficial in the program.

TABLE XVII

Number of Courses Each Graduate Listed as of Little Value in Meeting Job or Certification Requirements

Number of Courses Considered of Little Value in Meeting Job or Certification Requirements	Number of Graduates	Percentage
a. Listed None	86	83.4
b. Listed One	9	8.9
c. Listed Two	8	7.7
d. Listed Three	0	0.0
e. Listed Four	<u>0</u>	<u>0.0</u>
Total Number of graduates	103	100.00

Occupational Information

Of the 103 Guidance and Counseling majors, eighty-four or 81.5 per cent had teaching experience, nineteen graduates or 18.5 per cent did not have teaching experience before going into their Masters Degree programs.

Table XVIII shows that 35.6 per cent had one or two years teaching experience before going on for their Masters degrees.

TABLE XVIII

Number of Years of Teaching Experience Before Going Into Master's
Degree Program in Guidance and Counseling

Years of Teaching	Number of Graduates	Percentage
1	15	17.7
2	15	17.7
3	5	5.7
4	7	8.2
5	8	9.4
6	6	7.1
7	5	5.7
8	1	1.2
9	3	3.5
10	3	3.5
11	2	2.4
12	0	0.0
13	1	1.2
14	1	1.2
15	1	1.2
16	1	1.2
17	0	0.0
18	1	1.2
19	0	0.0
20	1	1.2
21	1	1.2
22	0	0.0
23	0	0.0
24	0	0.0
25	1	1.2
26	1	1.2
27	1	1.2
28	0	0.0
29	1	1.2
30	1	1.2
Did Not Answer Question	<u>1</u>	<u>1.2</u>
Total	85	100.0

Table XIX shows the occupations of the graduates at the time of this study, 1966. From this table, we see that the highest percentage of the group are full-time school counselors, numbering 45 and representing 43.6 per cent of the total group. Teachers made up the second largest occupational choice numbering 8 graduates or 7.7 per cent. Seven graduates or 6.8 per cent are guidance directors, four or 3.6 per cent are teacher-counselors, and four or 3.6 per cent are school psychologists. The graduates are in a total of 30 occupations (see Table XIX) and one graduate did not list an occupation.

TABLE XIX

Present Occupation of the 103 Graduates

Occupation	Number of Graduates	Percentage
School Counselors	45	43.6
Teacher	8	7.7
Guidance Director	7	6.8
Teacher-Counselor	4	3.7
School Psychologists	4	3.7
College Instructor	4	3.7
Superintendent	3	2.9
Graduate Student	3	2.9
Special Agent, FBI	2	2.0
Rehabilitation Counselor	2	2.0
Administrative Assistant Super- intendent of Schools	1	1.0
Director of Admission & Records	1	1.0
Director of Community Action Program	1	1.0
Consultant for the Program on Mental Retardation Division of Voca- tional Retardation	1	1.0
Band Director	1	1.0
Supervisor Women's Housing	1	1.0
Criminal Investigator for Bureau of Indian Affairs	1	1.0
Assistant Director State Division of Vocational Rehabilitation	1	1.0
Supervisor of Job Corps	1	1.0
Homemaker	1	1.0
Admission Research Assistant	1	1.0
Dean of Students	1	1.0
Manpower Development Specialist- Control Data Corporation	1	1.0
Executive Director of Sheltered Workshop	1	1.0
Manpower Development Manager	1	1.0
Coordinators of Pupil Personnel Services	1	1.0
Director Home for Boys	1	1.0
College Resident Counselor	1	1.0
Educational Writer	1	1.0
Personnel Recruiter	1	1.0
No Occupation Listed	1	1.0
Total	103	100.0

The initial job choices of the respondents who completed the master's degree program in Guidance and Counseling at South Dakota State University is listed in Table XX. Forty-two of the graduates were employed as guidance counselors. Eighteen graduates were teachers and fifteen graduates were teacher-counselors. Nine graduates obtained jobs as guidance directors.

TABLE XX

Initial Job Choices of Respondents Completing Their Master's Degree in Guidance and Counseling at South Dakota State University

Occupation	Number of Responses
Full-time School Counselor	42
Teacher	18
Teacher-Counselor	15
Guidance Director	9
Superintendent of Schools	3
Principal	2
Assistant Director, Vocational Rehabilitation	1
Director of Testing	1
Assistant-Division of Admissions and Records	1
Project Coordinator	1
Statistical Clerk	1
Supervisor Indian Service	1
State Superintendent of Guidance	1
Pastor	1
Laborer	1
Football Coach	1
United States Air Force	1

TABLE XX--Continued

Occupation	Number of Responses
Lieut. in U. S. Army	1
Personnel Assistant	1
Director of Testing	<u>1</u>
Total	103

Of the eighty-five graduates who are engaged in the teaching, it is of interest to note that only three are solely engaged in elementary work. Table XXI shows the number of students, counselors, and teachers in the various school systems. Two are employed in a combination of elementary and junior high, and senior high. In the high school field 12 work only in junior high guidance, 23 in the senior high school, and 15 are in a combination of both junior and senior high.

In the field of higher education, one graduate works in junior college, eleven in colleges ranging in size from small colleges, of 450 to 850 students to larger institutions with 18,000 to 38,000 students. Three were in colleges with 5000 students. One graduate is employed as a School Psychologist in a county system, with several schools to work with which have an enrollment of 3700 students.

TABLE XXI

Size of School by Total Number of Students, Total Number of Counselors, and Total Number of Teachers. (Each Line Represents a Graduate.)

Unit of School Employed	Total Number of Students	Total Number of Counselors	Total Number of Teachers
Elementary	3,600	3	190
Elementary	500	1	18
Elementary	300	3	15
Elementary and Junior High	1,700	2	55
Elementary and Junior High	1,600	4	63
Elementary and Senior High	280	1	14
Elementary and Senior High	241	1	16
Elementary, Junior, Senior High	22,500	20	410
Elementary, Junior, Senior High	17,600	20	710
Elementary, Junior, Senior High	5,000	8	1,500
Elementary, Junior, Senior High	4,000	*	*
Elementary, Junior, Senior High	1,700	1	62
Elementary, Junior, Senior High	700	1	37
Elementary, Junior, Senior High	694	1	36
Elementary, Junior, Senior High	561	1	30
Elementary, Junior, Senior High	450	1	23
Elementary, Junior, Senior High	359	1	17
Elementary, Junior, Senior High	339	1	22
Elementary, Junior, Senior High	300	3	30
Elementary, Junior, Senior High	290	1	20
Elementary, Junior, Senior High	146	1	11
Junior High	1,400	3	57
Junior High	1,300	4	65
Junior High	1,150	2	56
Junior High	1,120	3	58
Junior High	1,100	3	53
Junior High	940	2	250
Junior High	930	2	36
Junior High	875	2	50
Junior High	600	*	30
Junior High	560	1	35
Junior High	440	2	42
Junior High	425	1	26
Senior High	2,500	5	*
Senior High	2,200	2	98
Senior High	2,150	5	104
Senior High	1,640	3	75
Senior High	1,300	3	70
Senior High	1,000	2	*
Senior High	970	2	49

*Not listed

TABLE XXI--Continued

Unit of School Employed	Total Number of Students	Total Number of Counselors	Total Number of Teachers
Senior High	900	2	47
Senior High	850	2	45
Senior High	650	2	40
Senior High	600	2	35
Senior High	595	1	32
Senior High	580	2	45
Senior High	550	1	37
Senior High	500	1	*
Senior High	497	1	24
Senior High	400	1	22
Senior High	387	1	52
Senior High	320	1	25
Senior High	270	1	21
Senior High	240	1	16
Senior High	200	*	*
Senior High	130	1	10
Junior and Senior High	4,700	24	320
Junior and Senior High	1,200	3	*
Junior and Senior High	900	2	47
Junior and Senior High	600	1	30
Junior and Senior High	500	1	35
Junior and Senior High	500	2	26
Junior and Senior High	450	1	24
Junior and Senior High	450	1	*
Junior and Senior High	445	1	14
Junior and Senior High	443	1	*
Junior and Senior High	360	1	28
Junior and Senior High	301	1	22
Junior and Senior High	300	1	17
Junior and Senior High	225	1	25
Junior and Senior High	218	1	12
Junior College	850	3	40
College	38,000	*	*
College	18,000	*	800
College	18,000	*	*
College	15,000	*	*
College	13,500	12	500
College	5,000	5	492
College	5,000	3	*
College	5,000	2	*
College	800	2	50
College	450	1	34
College	*	*	15
School Psychologist (County Unit)	3,700	6	250

*Not listed

Table XXII shows the size of the unit in which the graduate not employed in a school system works. Five graduates are not employed in any type of working unit (see Table XXII), three graduates are doctoral candidates, one graduate is self-employed, and one is a homemaker. The size of the unit for graduates working outside the school system ranges from ten people to a high of fourteen thousand people.

TABLE XXII

The Size of Unit the Guidance and Counseling Graduates Work in Outside of the School System
(each line represents a graduate).

Occupation	Total Number of Employees
Executive Director of a Sheltered Work Shop	17
Consultant for Program on Mental Retardation	70
Director Community Action Program	10
Assistant State Director of Vocational Rehabilitation	*
Manpower Development Specialist	12,000
Manager Manpower Development Planning	1,400
Director of Special Education - Pupil Personnel Services	10
Personnel Recruiter and Testing Electronic Data	150
Director of Home for Boys	17
Criminal Investigator, Bureau of Indian Affairs	21
Supervisor of Job Corps	50
Rehabilitation Counselor	120
Special Agent, FBI	*
Special Agent, FBI	*
Ph. D. Candidate	
Ph. D. Candidate	
Ph. D. Candidate	
Educational Writer (self-employed)	
Homemaker	

* Not Listed

Table XXIII shows the starting salaries of the largest number of graduates were between 5000 -- 5999 dollars. Twenty-eight graduates or 27.2 per cent earned starting salaries between 6000 -- 6999 dollars; fifteen graduates or 14.6 per cent earned below 5000 dollars, and thirteen graduates or 12.6 per cent earned between 7000 -- 7999 dollars.

TABLE XXIII

Starting Salary of the Guidance and Counseling Graduates

Starting Salary	Number of Graduates	Percentage
Below \$5,000	15	14.6
\$5,000 - \$5,999	35	33.9
\$6,000 - \$6,999	28	27.2
\$7,000 - \$7,999	13	12.6
\$8,000 - \$8,999	4	3.9
\$9,000 - \$9,999	2	1.9
\$10,000 - \$10,999	1	1.0
\$11,000 - \$11,999	0	0.0
\$12,000 - \$12,999	0	0.0
\$13,000 or above	0	0.0
Part Time Below \$5,000	1	1.0
Half-time Salary between \$5,000 - \$5,999	1	1.0
Not Listed	1	1.0
Not Applicable (graduate students)	<u>2</u>	<u>1.9</u>
Total	103	100.0

Table XXIV shows present salaries. Of the graduates employed full-time no one earned below 5,000 dollars. Five graduates or 4.9 per cent earned between 5,000 - 5,999 dollars, sixteen or 15.5 per cent between 6,000 - 6,999 dollars, seventeen or 16.5 per cent between 7,000 - 7,999 dollars, twenty-one or 20.3 per cent between 8,000 -

8,999 dollars, fourteen or 13.6 per cent between 9,000 - 9,999 dollars, eight or 7.7 per cent between 10,000 - 10,999 dollars, six or 5.8 per cent between 11,000 - 11,999 dollars, three or 2.9 per cent between 12,000 - 12,999 dollars, and three or 2.9 per cent 13,000 dollars or above.

TABLE XXIV

Present Salary of Guidance and Counseling Graduates

Present Salary	Number of Graduates	Percentage
Below \$5,000	0	0.0
\$5,000 - 5,999	5	4.9
\$6,000 - 6,999	16	15.5
\$7,000 - 7,999	17	16.5
\$8,000 - 8,999	21	20.3
\$9,000 - 9,999	14	13.6
\$10,000 - 10,999	8	7.7
\$11,000 - 11,999	6	5.8
\$12,000 - 12,999	3	2.9
\$13,000 and above	3	2.9
Part-time below \$5,000	2	2.0
Half-time salary of \$6,000-\$6,999	1	1.0
Half-time of \$4,000 salary	2	2.0
Not listed	3	2.9
Not Applicable (graduate students)		
Total	103	100.0

Table XXV is combination of occupation information by location of graduates, the graduates present occupation and graduates present salary. Counselor salaries in South Dakota range from a low of between 5,000 - 5,999 dollars to a high of between 9,000 - 9,999 dollars. Salaries for school counselors in Minnesota range from a low of between 6,000 - 6,999 dollars and a high of between 11,000 - 11,999 dollars. Other graduates occupations by location and present salaries are listed in Table XXVI.

TABLE XXV

Position and Salary of Graduates Located by States

State	Position	Salary
South Dakota	Guidance Director	\$8,000-8,999
	Guidance Director	8,000-8,999
	Guidance Director	6,000-6,999
	School Counselor	9,000-9,999
	School Counselor	9,000-9,999
	School Counselor	9,000-9,999
	School Counselor	8,000-8,999
	School Counselor	8,000-8,999
	School Counselor	8,000-8,999
	School Counselor	8,000-8,999
	School Counselor	8,000-8,999
	School Counselor	7,000-7,999
	School Counselor	7,000-7,999
	School Counselor	7,000-7,999
	School Counselor	6,000-6,999
	School Counselor	6,000-6,999
	School Counselor	6,000-6,999
	School Counselor	6,000-6,999
	School Counselor	6,000-6,999
	School Counselor	6,000-6,999
	School Counselor	6,000-6,999
	School Counselor	5,000-5,999
	Teacher-Counselor	7,000-7,999
	Teacher-Counselor	5,000-5,999
	Teacher-Counselor	5,000-5,999

TABLE XXV--(Continued)

State	Position	Salary
	Teacher	\$ 8,000-8,999
	Teacher	8,000-8,999
	Teacher	6,000-6,999 (part-time)
	Teacher	6,000-6,999
	Teacher	5,000-5,999
	Teacher	Below 5,000 (part-time)
	Criminal Investigator for Bureau of Indian Affairs	11,000-11,999
	Assistant State Director State Division of Vocational Rehabilitation	10,000-10,999
	Administration Assistant to Superintendent of Schools	10,000-10,999
	Director of Admission and Records	10,000-10,999
	Administrative Research Assistant	10,000-10,999
	Dean of Students	9,000- 9,999
	Consultant for the Program on Mental Retardation Division of Vocational Rehabilitation	9,000- 9,999
	Superintendent	9,000- 9,999
	Supervisor Women's Housing	8,000- 8,999
	Director of Community Action Program	8,000- 8,999
	Superintendent of Schools	7,000- 7,999
	Superintendent of Public Schools	7,000- 7,999
	Band Director	6,000- 6,999
	Graduate Student	No Salary
	Homemaker	No Salary
	Ph. D. Candidate	No Salary

TABLE XXV--(Continued)

State	Position	Salary
Minnesota	School Counselor	\$11,000-11,999
	School Counselor	11,000-11,999
	School Counselor	11,000-11,999
	School Counselor	10,000-10,999
	School Counselor	10,000-10,999
	School Counselor	9,000- 9,999
	School Counselor	9,000- 9,999
	School Counselor	9,000- 9,999
	School Counselor	9,000- 9,999
	School Counselor	8,000- 8,999
	School Counselor	8,000- 8,999
	School Counselor	8,000- 8,999
	School Counselor	7,000- 7,999
	School Counselor	7,000- 7,999
	School Counselor	7,000- 7,999
	School Counselor	7,000- 7,999
	School Counselor	7,000- 7,999
	School Counselor	7,000- 7,999
	School Counselor	6,000- 6,999
	School Counselor	6,000- 6,999
	Teacher-Counselor	6,000- 6,999
	Teacher	6,000- 6,999
	Manpower Development Specialist- Control Data Corporation	over 13,000
	Executive Director of Sheltered Workshop	over 13,000
	Manpower Development Manager	12,000-12,999
	Practicum Instructor; Part- time college counseling	Below 5,000 (half-time fellowship)
	College instructor	4,000 (half-time)

TABLE XXV--(Continued)

State	Position	Salary
Iowa	School Counselor	\$ 8,000- 8,999
	School Counselor	7,000- 7,999
	School Counselor	7,000- 7,999
	School Psychologist	10,000-10,999
	School Psychologist	9,000- 9,999
	School Psychologist	9,000- 9,999
	School Psychologist	8,000- 8,999
	Rehabilitation Counselor	9,000- 9,999
Illinois	Guidance Director	7,000- 7,999
	School Counselor	8,000- 8,999
	School Counselor	7,000- 7,999
	Teacher	7,000- 7,999
Michigan	Guidance Director	6,000- 6,999
	Coordinator of Pupil Personnel Services	8,000- 8,999
	Graduate Student in Research	4,000 (half-time)
	Special Agent for FBI	Not listed
California	Guidance Director	12,000-12,999
	Special Agent for FBI	11,000-11,999
Colorado	Educational Writer	5,000- 5,999
	None	None

TABLE XXV--(Continued)

State	Position	Salary
Florida	Resident Counselor	\$ 8,000- 8,999
	Vocational Rehabilitation Counselor	6,000- 6,999
Wisconsin	Guidance Director	8,000- 8,999
	Director of Home for Boys	Over 13,000
Arizona	School Counselor	8,000- 8,999
Massachusetts	Assistant College Professor	12,000-12,999
Ohio	College Instructor	10,000-10,999
Texas	Personnel Recruiter	11,000 -11,999

The length of job contracts in this study ranged from nine months to twelve months or more. The largest number of graduates, 33 or 32.1 per cent, had ten month contracts. Twenty-five graduates or 24.3 per cent had contracts of twelve or more months. Nine month job contracts were held by twenty-two or 21.3 per cent of the graduates. Table XXVI shows the other length of job contracts.

TABLE XXVI

Length of Job Contract of Guidance and Counseling Graduates

Length of Contract	Number of Graduates	Percentage
Nine Months	22	21.3
Nine and One-half Months	1	1.0
Nine Months, Three Weeks	1	1.0
Ten Months	33	32.1
Ten Months, One Week	1	1.0
Ten and One-half Months	1	1.0
Eleven Months	6	5.8
Twelve Months or More	25	24.3
Forty Weeks	2	1.9
Forty-four Weeks	1	1.0
No Contract	5	4.8
Not Listed	<u>5</u>	<u>4.8</u>
Total	103	100.0

Of the 103 graduates in this study, all but seven graduates belong to one or more professional organization. The National Educational Association shows the most members (54 graduates). The American Personnel and Guidance Association is second with 47 graduates.

Most graduates belong to national, state, and local organizations but only the most numerous organizations are listed on Table XXVII. Seventy-five or 72.8 per cent of the graduates live in South Dakota or Minnesota. Twenty-two graduates belong to the South Dakota Personnel Guidance Association; 33 graduates belong to the South

Dakota Education Association; and twenty-one graduates are members of the Minnesota Education Association.

In rating organizations, the majority are rated good or average; however, fifteen listed the American Personnel and Guidance Association as outstanding.

TABLE XXVII

Professional Organizations and How They are Rated by Graduates

Organization	No.	Out- standing	Good	Average	Fair	Poor
American Personnel						
Guidance Association	47	15	20	10	0	2
American College Personnel Association	2	0	1	1	0	0
Association for Counselor Education & Supervision	3		1	2	0	0
National Vocational Guidance Association	0					
Student Personnel Associa- tion for Teacher Education	0					
American School Counselor Association	13	4	4	4	0	1
American Rehabilitation Counseling Association	0					
Association for Measurement and Evaluation in Guidance	0					
American Psychological Association	4	1	2	1	0	0
National Educational Association	54	5	21	20	4	4
South Dakota Education Association	33	4	11	11	3	4
South Dakota Personnel Guidance Association	22	3	13	4	2	0
Minnesota Education Association	21	1	9	0	7	4

One question asked in the follow-up questionnaire was: If at any time you left the counseling profession and have returned to it, or are returning to it, please state reasons for doing so. Of the hundred and three graduates no one answered the question. Most of the graduates are still in the counseling profession so this may be a reason for no response to this question.

In response to the question, "If you are a Guidance Counselor in a school system, do you have duties other than counseling?", thirty-eight said yes, twenty-six said "no" and thirty-five did not answer the question. Table XXVIII lists duties other than counseling.

Table XXVIII shows 20 counselors have teaching duties. Otherwise, the duties are many and varied from Study Hall, Administration, Admissions, Psychological Testing, Sponsors of Class Activities, Directors of Various Activities, Superintendents, Announcing Ball games, and many others.

Many of the duties are working with and advising young people, so in the Field of Counseling, these extra duties are a part of one's field of interest.

TABLE XXVIII

Counselor Duties in School Other Than Counseling

Duties	Number of People Listing Duty
Teaching	17
Psychology Teachers	3
Study Hall	4
Class Adviser	2
Admissions	2
Administration	3
Psychological Testing	3
Sponsor of Sr. Class and Pep Club	3
Elementary Principal	1
Director of Title I	1
Superintendent of Schools	2
Home Room Roll Call	1
Orientation Class, once a week	1
Teaching Practicum	1
School Council	1
Work with Special for Remedial Program	1
Drivers Ed. Class	1
Assistant Football Coach	1
Home Room Substitute	1
Sex Education Family Life, Teacher	1
Girls State Coordinator	1
Substitute for Principal	1
Student Government	1
Discipline of Students	1
Director, All Student Activities	2
Director, Social Activities	2
Job Placement	1
Registration, Dropping, and Adding Classes	1
Director of Tremment Center (Emotionally Disturbed Boys	1
Schedule High School Events	1
In Charge of Testing Bank	1
Announce Athletic Events	1
Jr. Sr. Prom Adviser	1
Jr. Red Cross Program Sponsor	1
Orientation Class	1

Several graduates have left the field of counseling, but 77.8 per cent are still actively engaged. Table XXIX lists varied reasons for leaving the profession.

TABLE XXIX

Reasons For Leaving the Counseling Profession

Reason	Rank	Number
a. Low salary in the profession	First	7
	Second	4
	Third	1
b. Personal lack of interest in counseling	None	None
c. Too many duties which are not part of the counseling profession	First	2
	Second	4
	Third	3
d. Problems with administration	First	2
	Second	1
	Third	3
e. Better opportunities elsewhere	First	6
	Second	5
	Third	2
f. Other reasons:		
1. Lack of understanding in part of Administration.		
2. Total educational climate and lack of challenge.		
3. No counseling position available in area in which I live.		
4. In my case teaching would work out better than counseling.		
5. To pursue doctorate while working.		
6. Do some counseling but more administrative work.		
7. Experience and opportunity circumstances.		
8. Opportunity for research and development in education and counseling.		
9. Was director of institution when I completed my masters'.		
10. Have a baby to care for.		
11. To enable husband to be nearer school.		

Services Rendered by the Guidance and Counseling Department

The graduates listed sixteen ways in which the Guidance and Counseling Department at South Dakota State University could be of further service to them. Table XXX includes suggestions by respondents relative to furthering the services now offered by the Guidance and Counseling Department.

TABLE XXX

Ways the Guidance and Counseling Department at South Dakota State University can be of Service to its Former Graduates

Ways to be of Further Service	Number of Responses
a. Publish Guidance and Counseling Newsletter	8
b. Provide Information on new developments in Guidance and Counseling at S.D.S.U.	6
c. Provide Information on new trends in Counseling	6
d. Improve Placement Services	6
e. Offer additional Courses for Graduate Credit	6
f. Continue with good Workshops and Conference	5
g. Offer Seminars	3
h. Have a consulting service	3
i. Make recommendations.	3
j. Offer more hours of Supervised Practicum	2
k. Develop a Doctoral Program	2
l. The Occupational Information course should be expanded	2
m. Offer more advanced evening, Saturday, and summer courses	1
n. Offer a group counseling course	1
o. Require more courses in sociology	1
p. Offer information on Title programs	1

The Guidance and Counseling Department has been of service to fifty-seven or 55.2 per cent of the graduates, since they have completed their Master's degrees. Table XXXI indicates the degree of service rated by the fifty-seven graduates. Twenty-three rated service as outstanding; twenty-five, good; three, average; and six did not list degree of service. Forty-six or 44.8 per cent said they had not requested service.

TABLE XXXI

Rating the Service of the Guidance and Counseling Department
By the Former Graduates

a. Outstanding	23
b. Good	25
c. Average	3
d. Fair	0
e. Poor	0
f. Did Not List	<u>6</u>
.Total	57

Additional Comments Made by Graduates

The follow-up study questionnaire submitted to the respondents included a section entitled "other comments." The purpose of this portion was to give the former graduate an opportunity to make suggestions for possible inclusions in the follow-up study. Comments were varied, and those of particular note were:

1. South Dakota State University's Guidance and Counseling program should be compared to programs offered at other institutions.
2. Suggestions were made as to improving South Dakota State's program.
3. Recommendations were made as to how the department could be of service to personnel in the field.

Since it is agreed that comments of former graduates are important those considered valuable are listed under five headings which follow below:

1. Guidance and Counseling program.
2. Ways to improve the program.
3. Counseling Philosophy.
4. Service of the Guidance and Counseling Program.
5. Miscellaneous Comments.

There is a great deal of overlapping of comments into several areas. It is apparent that if some of the comments were altered they would lose markedly in validity. The respondent's commentary has not been corrected in any way.

A. Guidance and Counseling Program.

- (1) As far as I am concerned, I am very happy with the program. I have never had any problem getting a position and have had some very excellent offers. The program

gives one the tools with which to do things. From there each individual pretty much paves the road which he travels on. If one's aspirations are low so will be his achievements. His limitations are generally of his own making. These statements may sound philosophical but are very true of the field of counseling and guidance. You must have some initiative and ambition.

- (2) Previous to the position I now hold I worked with counselors who had done their work at three "name" schools for guidance and counseling, but I felt my preparation was at least equal to theirs and in some areas superior. I am sure staff additions have strengthened the department since my graduation. I would strongly recommend a course in group dynamics or group counseling be added to the program if it has not been already.
- (3) When I finished my master's degree I felt a little uneasy that my degree would not be equal to that of another institution. After working on the job and meeting other people I soon came to realize that I was better prepared. There are several reasons for this as I look back. One reason is that I got individual attention and work from Dr. Whitmore. He had genuine interest in me as a student and individual. I find this is really lacking in other institutions. I feel that the institution is more interested in preparing people to work in the field rather than in building its reputation. Having had a half-time assistantship in Student Personnel helped me to draw together material that I was getting in class and a chance to see professional people working on the job and the problems they face. On a National Teacher Test I took I scored at the 98% tile on the section dealing with Guidance and Counseling. I feel this speaks for itself. Good Luck on your thesis. I would be interested in your summary when available.
- (4) Dr. E. L. Whitmore has given me and his students the best guidance and cooperation that can be obtained from an advisor. He further develops a close positive-objective relationship with his students which enables them to grow and develop into top professional counselors. One will find as they enter into the profession that they are far ahead of the other graduates in this profession.
- (5) In comparing counseling programs with the other NDEA Institute people from other schools, I found that South Dakota State University's program compares very favorably with most others.
- (6) I feel that the Guidance and Counseling Department at South Dakota State University is doing an excellent job of preparing people to enter the field of Guidance and Counseling.

- (7) I feel that my Masters program was excellent, in as much as, Dr. Whitmore strongly recommended taking as much psychology and testing as at all possible. This has been a real asset in transferring to Psychology. Of all the varied recommendations that could be made I strongly feel that more emphasis towards elementary guidance would be of the utmost significance. I feel we are missing the boat in not having started at the elementary level and then worked up to high school.
- (8) South Dakota State University, I feel, has a good guidance and counseling program.
- (9) Dr. Whitmore is a very devoted individual and I feel that he has done an excellent job in the Counseling field. The outstanding part of the Guidance and Counseling Department at South Dakota State University is the able direction by Dr. Whitmore. His knowledge is exceeded only by his understanding.
- (10) I felt my background training to be excellent. In fact, Roger Johnston and I were talking just yesterday that in comparison to University of Minnesota graduates in Guidance and Counseling that our background surpassed theirs.
- (11) Course content, instructors and assistantship provided immense help for me after I got into the counseling field. I regard the program I had as an excellent background.
- (12) The education and Guidance and Counseling departments have been a great influence in my life both in the service and afterward. They made it a pleasure and very easy to move from a service career into the field of counseling. The bridge they built covered what might have been an unhappy and lengthy gap.

B. Ways To Improve the Guidance and Counseling Program

- (13) I would suggest as much Psychology as possible for new enrollees in a Masters Counseling Program. Personally I would require Psychology courses for minor or supporting courses in a Guidance and Counseling Program.
- (14) We need courses in group work, disadvantaged children, college entrance, so that those of us who are busy during the summer can continue to upgrade our work.
- (15) I do feel that the course of study could be expanded--include more psychology classes and also make individual mental tests a requirement. Good luck on your thesis. Listen to Dr. Whitmore--he will give a lot of good advice.

- (16) Counselors need more courses in Sociology.
- (17) I feel that more psychology courses in the counselor training program would be very beneficial. An additional practicum course would also help.
- (18) If possible, add additional courses in personal counseling area, probably more practicum with video taping facilities. Don't let grads take jobs as teaching-counselors. Impossible to do justice to one's profession.
- (19) The needs of the Guidance Department at State: Better facilities including a laboratory. More students (Junior and Senior) available for practicum (particularly in summer).
- (20) I myself feel the need for more training in interpreting test material--but I just need to go back and take the course in individual testing, perhaps. It's difficult to get teachers to use the guidance services.
- (21) I think more hours of Supervised Practicum would be beneficial--I feel I would like some advanced work in this area.
- (22) I believe the Occupational Information Content should be "beefed up" and expanded. Exceptional Child could be a valuable course, but I had a poor instructor.
- (23) Need Psychology courses: Projective techniques and Testing.
- (24) We counselors can use some directive counseling on the administrators in this state to further our positions. We don't stand firm enough for our convictions.
- (25) I feel I received a fine Masters program and especially enjoyed the Guidance Workshop I attended. Dr. Whitmore brought excellent national Guidance personalities to the campus and State Guidance meetings. I would thank him many many times for this instruction and broading. I feel the South Dakota State University Guidance Department should offer a District or even State wide Guidance "refresher" each school year. I attended two excellent meetings while in Education in Wisconsin. These were both fall meetings. They were well attended by both counselors and administrators and this is the important combination. More

information would be obtained by contacting Oshkosh State University and Whitewater State University. I understand that State University in Wisconsin also has an excellent winter program. Last two day.

- (26) I feel very strongly that if anybody is interested to go into guidance and counseling, they should be a full-time student rather than picking up a few hours in the summer and night classes. Because you develop a certain type of philosophy in graduate work which helps you in your guidance work to help the students, and the same thing applies to a doctoral program. In our testing classes, there should be a course which should put emphasis on standardized testing, and mental tests, and their interpretation of the test results to students or parents. There should more information provided for National examinations: for example, American College Test, Scholastic Aptitude Test, National Merit Scholarship. I am proud to be a graduate of South Dakota State University.
- (27) It seems that some means of acquainting the graduating students with the wide range of employment opportunities that are available to a graduate of counseling and guidance program and also to all the possible sources through which contacts can be made with prospective employers. This can either be through formal programming or an informal coffee klatch type of activity. The practicum portion of the graduate program seems to be the most vital portion. It would seem, therefore, that any improvements and expansion of the practicum would better prepare the graduate to enter the counseling field.

C. Counseling Philosophy

- (28) I feel that the educators do a fine job in educating students in Guidance and Counseling at South Dakota State University. One of the most important aspects in counseling is the understanding of oneself. The counselor must be aware of his true motives and feelings in the counseling relationship. A counselor cannot afford to get frustrated in too many situations and for this not to happen you have to have a clear and real understanding of yourself. I feel that the curriculum for administrators and teachers should be a little more guidance centered. They should understand the problems of learning more than they do. Too many are from the old school. And surprising enough, too many young teachers and administrators think in negative ways instead of positive

ways. I noticed this especially in motivational aspects. We have one administrator who believes in posting failing lists. This, to me, is a negative motivation--not positive. What I am trying to get across is that too many educators are defensive to the point that they ignore the student's real reason for learning difficulties, because of their own problems. In other words, they don't understand the students point of view as well as they should

- (29) For further clarification to my role as school psychologist: My counseling background is invaluable and I feel I do not function much different than when I was a counselor. I am a more effecient therapist because of counseling background. I would encourage as much practicum as is feasible. After one feels he favors a particular approach, philosophy, he should experience as many human to human relationships under supervision as is possible. This comment came from my supervision during my NDEA institute at Boston University. "You come here with a strong and sound philosophy of counseling, you just need someone to help you work it through to fit you as a person." This comment I feel describes what I gained from my Masters Program. Dr. Whitmore did a tremendous job of stressing or helping one gain a sound philosophy. More practicum as I mentioned above, would have helped in this process. I would also encourage a more intensive study of human behavior. More discussion type Psychology courses like Abnormal Psychology which deals with what a person with emotional difficulty is feeling and experiencing. You may use my name if you wish.
- (30) The real value of counseling is the development of a counseling philosophy. If there is any weakness it would be at the level of objective course content. But the responsibility of Dr. Whitmore is too broad for this. I also do feel that Dr. Whitmore's viewpoint is that the subjective aids is where the real importance is found. Further--I do not feel it is possible to teaching the night class situation and Saturday class as well as daytime classes primarily because teachers are tired and really refuse to do any more than the department insists on having done. One is apt to be a better and more objectively oriented student in full-time day program. This would surely be a primary problem in the whole graduate

program, not only in the Education Department. Within the Education Department there is a need of more personnel for teaching. It must be quite difficult to come fresh to every situation. I have no unresolved complaint.

- (31) The guidance curriculum at South Dakota State University is geared very heavily towards developing a philosophy towards guidance, and working with students. Only about 5% of a counselor's work is in this area. 95% of my work is Nuts and Bolts, Admission Requirements, Financial Aid, Area Vocational Schools, this 95% of the work I am involved in was not covered in my graduate program. I had to pick it up myself, from other counselors, and through a lot of reading. I am not saying the Graduate Program at South Dakota State University is bad, but I am saying it did not go far enough to adequately equip me to work in a Minnesota school. I doubt if you will what a C.A.R. is, and what score you need to enter the C.L.A. at the University of Minnesota. This is the kind of thing that I spend most of my time with. So you see where I doubt if the Guidance Department at South Dakota State University could provide much help in my work.

D. Service of the Guidance and Counseling Department

- (32) The Guidance and Counseling Department has been of special help to me as I was made responsible to "lay the groundwork" for building our program on the Elementary School level. Since there were no specific guidelines to follow the help I received from the Department at South Dakota State University was most valuable.
- (33) I have always found the Department most willing to be of service and expect that I'll find this to be true in the future as well. I have been particularly impressed with the summer workshops, and perhaps an advanced program some summer would be a real interest to graduates of the program.
- (34) I'm not sure how State's Guidance and Counseling Department can be of help to me as we have recently moved to Kansas City. I'm hoping to do only substituting in the area where I'm needed until my family is grown. I will feel free to call on State University for anytime I might need, as they have always been cooperative.

- (35) If I were to continue my education I would undoubtedly consult State for advice.
- (36) Only those who are feeling weak in the field may desire further service. If I feel I am doing an inadequate job or I need more current information to help clients, it should be my responsibility to attend classes in the lacking areas.
- (37) I haven't asked for any service--I suppose it would be available upon request.

E. Miscellaneous Comments

- (38) Having recently had my credentials checked in applying for a counselor's certificate in New Mexico, they request that I take a course in Counseling Practicum, otherwise I qualify for their certificate.
- (39) I think it would be helpful to offer a broader perspective to the program. When I finished my Master's I felt all I was qualified to do was be a high school counselor. Actually my training was applicable to work in a counseling center (college), leadership activities program (both of which I did), and perhaps in areas of industry and government service, such as job placement. When I first finished my degree and tried to get a job as a high school counselor, I had no luck in the area in which I lived because I had no teaching experience, which was mandatory at the time. Please point out to these people that counseling at the M.S. level prepares you for many possible vocations and are not limited to high school programs.
- (40) Superintendent-Principals should be required to take some courses in counseling since they try to do most of it.
- (41) I'm sorry I couldn't be of more help. I will not receive my permanent assignment for some while yet. The form was delayed because I happened to be out on a two week pastoral experience. Good Luck in your studies.

- (42) This is a comparatively new program (Job Corps) and we are trying to find answers to a good many problems. There are a good many tenets that were taught in the counseling courses that do not apply to these people. We often wish that we go the textbooks for an answer, but the answer just isn't there. These people just don't think or act like the ones the textbooks were written about. Maybe someday we can help you.
- (43) Please greet Dr. Whitmore for me. It looks like I may be at the end of the long Ph.D. pull--my thesis is in the final stages of review and I hope to take my final oral on February 3rd.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

The purpose of this study was to evaluate the Guidance and Counseling Program as South Dakota State University for the past ten years, to compile information of the former graduate students, to provide a more effective and realistic program for students, presently enrolled, and to determine to what extent the department can be of further service to former graduate students. The findings is divided into four main parts: (1) Personal Data on Graduates, (2) Academic Background of Graduates, (3) Occupational Information, and (4) Services Rendered by the Guidance and Counseling Department.

Personal Data on Graduates

Examination and tabulation of Personal Data compiled reveals that:

1. Of the one hundred and twenty graduates, a total of one hundred and three had a Guidance and Counseling major, two graduates could not be located, and one graduate did not respond.
2. The year 1962 showed the largest number of students graduating, with a total of twenty or 19.4 per cent and 1957 showed the least with only one graduate in this field of study.
3. The graduates live in a total of thirteen states, with by far the most seventy-five, or 72.8 per cent living in South Dakota or Minnesota.
4. Ninety-two or 89.3 per cent of the graduates are married.
5. The average number of children in families of Guidance and Counseling graduates from South Dakota State University is 2.03 per cent.

Academic Backgrounds of Graduates

In analyzing the Academic Backgrounds of the graduates, the following is evident:

1. For their undergraduate education, thirty or 29.1 per cent had two or more majors, and thirty-one or 30.1 per cent had two or more minors. Education, history, and physical education were the most common undergraduate majors chosen by the graduates. Science was the most common undergraduate minor.
2. State University graduates earned their undergraduate degrees from thirty-two schools. By far the largest number thirty-eight or 36.7 per cent of the graduates earned their undergraduate degrees from South Dakota State University.
3. Most graduates entered the Guidance and Counseling Program when they were twenty-six or twenty-seven years of age.
4. Of the one hundred and three graduates, ninety-one have earned a Master of Education Degree, and twelve a Master of Science Degree. Thirty-six or 34.8 per cent were full-time students while working on their master's degree.
5. A total of twenty-one graduates or 20.3 per cent have worked toward the doctorate, but no one had completed the doctoral degree.
6. Fifty-nine graduates have earned hours beyond the master's degree. The average number of hours completed by persons doing work beyond the masters degree is twelve and one-half.
7. Of the twenty-one graduates who have worked toward a doctorate, ten or 47.6 per cent of the graduates felt their backgrounds were above average in comparison to their colleague's backgrounds.
8. The NDEA Grant helped fifteen graduates finance their graduate work beyond a master's degree; and five graduates had fellowships.
9. Fifty-nine or 57.2 per cent of the graduates listed three courses considered most beneficial in the master's program. Statistics show Practicum first; Individual Mental Testing, second; and Introduction to Counseling Theory, third.

10. Only 17 graduates or 16.5 per cent listed courses they considered of little value in meeting job or certification requirements. Educational Statistics, Research Methods, Occupation Information, and Administration of School Guidance were listed.

Occupational Information

By analyzing the information from the findings listed from the questionnaire on Occupational Information, the results show:

1. Eighty-four graduates or 81.5 per cent had teaching experience before going into the Master's Degree program; thirty graduates or 29.1 per cent had taught either one or two years.
2. A total of sixty-four or 62.2 per cent of the State graduates think teaching is a necessary prerequisite for counseling.
3. A high percentage of the graduates 43.6 per cent or forty five of the graduates are full-time school counselors.
4. The graduates in this study are in thirty different occupations.
5. Forty-two or 40.8 per cent of the graduates held jobs as full-time school counselors after completing the Master's Program in Guidance and Counseling.
6. Of the eighty-five graduates who are employed in the teaching field only three are engaged in elementary work. Thirty-two are employed in a combination of two or more subject areas in the school. Thirteen graduates are employed in colleges, ranging in size from small colleges of 45-850 students to larger institutions with 18,000-38,000 students.
7. Of the nineteen not employed in school systems, the size of units ranged from a high of 14,000 people to a low of ten people.
8. The largest number of graduates, a total of thirty-five or 33.9 per cent, had a starting salary of 5,000-5,999 dollars, and a total of thirteen or 12.6 per cent earned between 7,000-7,999 dollars.
9. A total of twenty-one or 20.3 per cent of the graduates earn a salary between 8,000-8,999 dollars per year at present. Three earn a salary of 13,000 dollars or above.
10. Counselor salaries in South Dakota range from a low of between 5,000-5,999 dollars to a high of between 9,000-9,999 dollars. Salaries for school counselors in Minnesota range from a low of between 6,000-6,999 dollars and a high of between 11,000-11,999 dollars.

11. A total of ninety-six Guidance and Counseling graduates belong to one or more professional organizations. The National Education Association shows the most members with a total of fifty-four and the American Personnel and Guidance Association is second with forty-seven.
12. Respondents who ranked professional organizations listed memberships in The American Personnel and Guidance Association as highly desirable.
13. Of the graduates employed, thirty-three or 32.1 per cent have ten month contracts; twenty-five or 24.3 per cent, twelve months or longer; and twenty-two or 21.3 per cent nine months contracts.
14. A total of thirty-eight counselors in school systems have duties other than counseling.
15. Twenty-six or 25.2 per cent of the graduates left the field of Counseling.

Services Rendered by the Guidance and Counseling Department

In analyzing the data, the following findings can be drawn for services of the Guidance and Counseling Department.

1. Fifty-seven or 55.2 per cent of the graduates responding have been the recipients of services from the Guidance and Counseling Department since their Master's Degree Program. Forty-per cent rated the services Outstanding and forty-four per cent rated the services Good.
2. The majority of the suggested improvements dealt with ways to expand the Guidance and Counseling program.
3. Twenty graduates suggested a newsletter be printed with information on new trends in counseling and new development in the Guidance and Counseling Program at South Dakota State University.

Recommendations

From the findings of this follow-up study the following recommendations are made:

1. The graduate program in Guidance and Counseling at South Dakota State University should be expanded from a one year program to a two year program.
2. The Specialist Degree should be adopted with the two year graduate program.
3. There should be a minimum of three full-time faculty members for the Guidance and Counseling Program.
4. The Guidance and Counseling Program should eventually be expanded so that a doctoral degree is offered.
5. A study and revision of the curriculum should eventually be expanded so that a doctoral degree is offered.
6. A newsletter should be published monthly. The newsletter would contain information on the new developments of the Guidance and Counseling Program at South Dakota State University and information on new trends in the counseling profession.
7. A similar follow-up study of the graduates should be conducted every five years.

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APPENDIX A

December 8, 1966

Dear Graduate:

My thesis topic for the Master of Science Degree in Guidance and Counseling is "A Follow-Up Study of Guidance and Counseling Graduates From South Dakota State University." As a former graduate of S.D.S.U., will you give us some of your time and answer the enclosed questionnaire?

The objectives of the thesis are to:

1. Obtain an evaluation of the Guidance and Counseling program at South Dakota State University.
2. Compile information about our former graduates in order to provide a more effective and realistic program for students presently enrolled.
3. Determine whether the Guidance and Counseling Department at S.D.S.U. can be of further service to our former graduates.

Dr. Whitmore, who is still at S.D.S.U. and Head of the Guidance and Counseling Department, is my thesis advisor. We would appreciate frank answers when you complete the questionnaire. Your name will not be used in any way and your answers will be kept strictly confidential.

Needless to say, a survey of this type can be successful only if you reply promptly and accurately. A self-addressed, stamped envelope is enclosed. It is requested that you return the questionnaire at your earliest convenience.

Thank you very much for your assistance and cooperation.

Sincerely,

T. G. Nelson
Graduate Student
Guidance and Counseling Department
South Dakota State University

TGN:mm1

APPENDIX B

January 16, 1967

Dear Graduate:

We hope that you received the questionnaire which we mailed to you early in January. As of this date we have not received a reply from you.

We need your help in getting an accurate follow-up of Guidance and Counseling graduates from South Dakota State University.

Will you please take ten minutes right now to fill out your questionnaire and return it to us. If you have already mailed the questionnaire, we thank you for your cooperation.

Yours truly,

T. G. Nelson
Graduate Student
Guidance and Counseling Department
South Dakota State University

TGN:lc

APPENDIX C

Sincerely,

Dr. E. J. Attridge, Chairman
Guidance and Counseling
Research Project

February 3, 1967

Dear

We are conducting a ten-year follow-up study of Guidance and Counseling graduates from South Dakota State University. We mailed a questionnaire to you about a month ago and another letter somewhat later. There is a possibility that you did not receive these letters from us. And we are enclosing another questionnaire along with this letter.

We have made many changes in the past years in our Guidance and Counseling program. In addition to a number of new courses in our curriculum, we have added a full-time person in Guidance and Counseling. We also have a Master of Science degree in Guidance and Counseling and laboratory facilities. There are twenty full-time students in our program and about one hundred thirty enrolled altogether. We have been working for a specialist degree offering and we feel quite optimistic about getting the authority to offer the degree. In the event that this goes through the regents, we will be adding an additional two members to our staff. If you know of any Guidance and Counseling people with a Doctorate you might have them contact me.

All except eleven past graduates have returned our questionnaire. Please help us make it a hundred percent. Why not drop us a line when you return the questionnaire? I have thought about you quite often since you graduated.

Sincerely,

Dr. E. L. Whitmore, Chairman
Guidance and Counseling
Graduate Program

ELW:mml
Enclosure

APPENDIX D

APPENDIX D

November 22, 1966

Dear

A follow-up study is being conducted in the Guidance and Counseling Department at South Dakota State University. My thesis for the Master's of Science Degree is based on this study.

Are you willing to help take the "bugs" out of this questionnaire before it is sent out to all former graduates? Enclosed you will find a self-addressed envelope. Please write your criticisms on this questionnaire if it is difficult to answer--or make any other suggestions.

We are sending this pre-questionnaire to only five graduates in the Brookings area. Will you please return this to us immediately with your criticisms and suggestions. We plan to send out the revised questionnaire early in January.

Sincerely,

Terry G. Nelson
Graduate Student
Guidance and Counseling
South Dakota State University

TGN:clw

CASH BUDGET

A MONTHLY STATEMENT

SHOWING THE FINANCIAL POSITION AT

THE END OF EACH MONTH

1901-1902

By the Board of Directors

OF THE BOARD OF DIRECTORS OF THE BOARD OF DIRECTORS

OF THE BOARD OF DIRECTORS

APPENDIX E

Code Number _____

A TEN-YEAR FOLLOW-UP STUDY
OF THE GUIDANCE AND COUNSELING GRADUATES AT
SOUTH DAKOTA STATE UNIVERSITY FROM
1957 to 1966

PERSONAL BACKGROUND

1. Was your major graduate curriculum in Guidance and Counseling?
_____yes_____no. If not, please state major:

2. Year of graduation from South Dakota State University: _____
3. Marital Status:
 - a. _____single
 - b. _____married
 - c. _____separated
 - d. _____divorced
 - e. _____widow or widower
4. If married, number of children _____.

ACADEMIC BACKGROUND

5. Undergraduate education:
 - a. _____major (s)
 - b. _____minor (s)Institution granting degree: _____
6. Age when you entered graduate program _____.

7. Master's degree:

Degree earned?

a. _____ MEd

b. _____ MS

8. How obtained? Check if combination.

a. _____ summer school

b. _____ night and Saturday classes

c. _____ full-time student

d. _____ Assistantship or Fellowship student

IF YOU HAVE NOT GONE BEYOND MASTER'S, OMIT QUESTION 9 THROUGH 14

9. Doctoral Degree:

Degree earned?

Presently working on Doctorate:

a. _____ PhD

_____ yes _____ no

b. _____ Ed.D

Date _____

c. _____ other Institution _____

10. If no doctorate, semester hours beyond Master's _____

Specialist _____

11. How financed?

a. _____ Assistantship

b. _____ Fellowship

c. _____ NDEA Grant

d. _____ Other, explain _____

ACCEPTANCE BY GRADUATE SCHOOLS FOR DOCTORATE PROGRAM

12. Was your Master's degree program adequate for gaining admission as a doctoral candidate?
- a. _____ yes
- b. _____ no If not, please state reason _____

13. If you were required to make up courses, which courses were they?
- a. _____
- b. _____
14. How did your background compare to others who were working toward their doctorate?
- a. _____ Superior
- b. _____ Above Average
- c. _____ Average
- d. _____ Fair
- e. _____ Inferior

OCCUPATIONAL INFORMATION

15. Did you have teaching experience before going into the Master's degree program in Guidance and Counseling? _____ yes _____ no.
16. If answer is "yes," how many years? _____
17. Do you think teaching is a necessary prerequisite for counseling?
_____ yes _____ no.
18. List present occupational position _____

19. Size of unit in which you are employed:

a. Check unit and list numbers in your division: Elementary____; Junior High ____; Senior High ____;
Junior College ____; College ____.

1. total number of students_____

2. total number of counselors_____

3. total number of teachers_____

b. If not employed in a school system, list total number of employees _____.

20. Approximate salary: (Mark starting salary at completion of Master's degree S; mark present salary P.)

a. _____ Below \$5,000

b. _____ \$5,000-5,999

c. _____ \$6,000-6,999

d. _____ \$7,000-7,999

e. _____ \$8,000-8,999

f. _____ \$9,000-9,999

g. _____ \$10,000-10,999

h. _____ \$11,000-11,999

i. _____ \$12,000-12,999

j. _____ \$13,000 or above

21. Number of months of your contract _____.

22. If you are a Guidance Counselor in a school system, do you have duties other than counseling?

_____yes

_____no

23. If yes, please state duties. _____

24. If you have left the counseling profession why did you do so?

Please rank 1st, 2nd, and 3rd reason in order.

a. _____Low salary in the profession.

b. _____Personal lack of interest in counseling.

c. _____Too many duties which were not part of the counseling profession.

d. _____Problems with administration.

e. _____Better opportunities elsewhere.

f. _____Other reasons. Please state: _____

25. List chronologically all your positions including military service with the exclusion of summer or part-time jobs, since completing Master's degree.

	Position	Employer	No. of years
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
8th			

26. List all professional organizations of which you are a member, and indicate the benefit of each organization to you by letter-- A-outstanding; B-good; C-average; D-fair; F-poor.

Organization	Rating
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

27. If at any time you left the counseling profession and have returned to it or are returning to it, please state reasons for doing so.

a. _____

b. _____

c. _____

28. If you were required to take courses in your Master's program that were of little value in meeting job or certification requirements, please state them.

a. _____

b. _____

c. _____

29. What courses in your Master's program do you consider were the most beneficial?
- a. _____
 - b. _____
 - c. _____
30. Has the Guidance and Counseling Department been of service to you in any way since you earned your Master's degree? __yes __no.
31. If answer is yes, indicate degree of service.
- a. _____outstanding
 - b. _____good
 - c. _____average
 - d. _____fair
 - e. _____poor
32. How could the Guidance and Counseling Department be of further service to you?
- a. _____
 - b. _____
 - c. _____
33. Other comments.

A TWO-YEAR FOLLOW-UP STUDY
OF THE ATTENDANCE AND GRADUATION RATES AT
NORTH DAKOTA STATE UNIVERSITY

JANUARY 1967

GENERAL INFORMATION

1. Name of student as appearing on official record _____

2. Date of birth _____

3. Date of graduation from North Dakota State University _____

4. Present address _____

5. Marital Status _____

a. _____

b. _____

c. _____

d. _____

e. _____

6. If married, number of children _____

EDUCATIONAL BACKGROUND

7. Undergraduate Institution _____

a. _____

b. _____

8. Institution granting degree _____

9. Date of graduation from _____

A TEN-YEAR FOLLOW-UP STUDY
OF THE GUIDANCE AND COUNSELING GRADUATES AT
SOUTH DAKOTA STATE UNIVERSITY FROM
1957 to 1966

PERSONAL BACKGROUND

1. Was your major graduate curriculum in guidance and counseling?
____yes____no. If not, please state major:_____.
2. Year of graduation from South Dakota State University:_____.
3. Present age _____.
4. Marital Status
 - a. _____single
 - b. _____married
 - c. _____separated
 - d. _____divorced
 - e. _____widow or widower
5. If married, number of children _____.

ACADEMIC BACKGROUND

6. Undergraduate Education
 - a. _____major
 - b. _____minorInstitution granting degree:_____.
7. Age when you entered graduate program._____

8. Master's degree:

Degree earned?

a. _____ MEd

b. _____ MS

9. How obtained? Check if combination.

a. _____ summer school

b. _____ night and Saturday classes

c. _____ full-time student

d. _____ Assistantship or Fellowship student

IF YOU HAVE NOT GONE BEYOND MASTER'S, OMIT QUESTIONS 10 THROUGH 16

10. Doctoral Degree:

Degree Earned?

Presently working on Doctorate

a. _____ PhD

_____ yes _____ no

b. _____ Ed.D

Date _____

c. _____ Other

Institution _____

11. If no doctorate, number of semester hours earned beyond Master's

12. How financed?

a. _____ Assistantship

b. _____ Fellowship

c. _____ NDEA Grant

d. _____ other, explain _____

ACCEPTANCE BY GRADUATE SCHOOLS FOR DOCTORATE PROGRAM

13. Was your Master's degree program adequate for gaining admission as a doctoral candidate?

a. _____yes

b. _____no If no, please state why. _____

14. Were you required to make up any graduate courses before you were accepted for your doctoral study?

a. _____yes

b. _____no

15. If you were required to make up courses, which courses were they?

a. _____

b. _____

16. How did your background compare to others who were working toward their doctorate?

a. _____Superior

b. _____Above Average

c. _____Average

d. _____Fair

e. _____Inferior

OCCUPATIONAL INFORMATION

17. Did you have teaching experience before going into the Master's degree program in Guidance and Counseling?
- a. _____ yes
- b. _____ no
18. If answer is "yes," how many years? _____
19. List position in which you are working in Guidance and Counseling or other occupation. _____

20. Size of unit in which you are employed:
- a. If employed in a school system--
1. total number of students _____
2. total number of counselors _____
3. total number of teachers _____
- b. If not employed in a school system, list total number of employees _____
21. Approximate salary: (Mark starting salary at completion of Master's degree S; Mark present salary P)
- a. _____ Below \$5,000
- b. _____ \$5,000-5,999
- c. _____ \$6,000-6,999
- d. _____ \$7,000-7,999
- e. _____ \$8,000-8,999
- f. _____ \$9,000-9,999
- g. _____ \$10,000-10,999

- h. _____ \$11,000-11,999
- i. _____ \$12,000-12,999
- j. _____ \$13,000 or above

22. Number of months of your contract _____.

23. If you are a Guidance Counselor in a school system, do you have duties other than counseling?

- a. _____ yes
- b. _____ no

24. If yes, please state duties.

25. If you have left the counseling profession why did you do so?

Please rank 1st, 2nd, and 3rd reasons in order.

- a. _____ Low salary in the profession.
- b. _____ Personal lack of interest in counseling.
- c. _____ Too many duties which were not part of the counseling profession.
- d. _____ Problems with administration.
- e. _____ Other reasons. Please state:

26. List chronologically all the positions including military service, with the exclusion of summer or part-time jobs, since completing Master's degree.

	Position	Employer	Number of Years
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
8th			

27. List all professional organizations in which you are a member, and indicate the benefit of each organization to you by letter-- A-outstanding; B-good; C-average; D-fair; F-poor.

Organization	Rating

28. If at any time you left the counseling profession and have returned to it or are returning to it, please state reasons for doing so.

a. _____

b. _____

c. _____

29. If you were required to take any courses in your Master's program that you considered of little value in meeting job requirements, please state them.

a. _____

b. _____

c. _____

30. What courses in your Master's program do you consider were the most beneficial?

a. _____

b. _____

c. _____

31. What is the reputation of the Guidance and Counseling program at South Dakota State University?

32. Rate the quality of service of the Guidance and Counseling Department at South Dakota State University from a personal viewpoint. Check one.

a. _____ outstanding

b. _____ good

c. _____ average

d. _____ fair

e. _____ poor

33. How could the Guidance and Counseling Department be of further service to you?

a. _____

b. _____

c. _____

34. Other comments.